DOCUMENT RESUME

ED 433 026 IR 057 411

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TITLE	ERIC Clearinghouse and Support Contractor Publications, 1998. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1998.
INSTITUTION	ERIC Processing and Reference Facility, Laurel, MD.
SPONS AGENCY	Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-07-00
NOTE	103p.; For 1997 edition, see ED 431 410.
CONTRACT	RR94002001
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; Clearinghouses; *Educational Resources; *Publications
IDENTIFIERS	*ERIC; ERIC Clearinghouses; Resources in Education

ABSTRACT

This annotated bibliography of ERIC clearinghouse and support contractor publications covers 224 documents announced in "Resources in Education" (RIE) from January through December 1998. The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse. Within each clearinghouse section, documents are listed in accession number order. The content of citations is the same as that in RIE. The introduction to the bibliography provides information on the ERIC system, ERIC abstract journals, ERIC clearinghouse and support contractor publications, bibliographies of these publications, the organization of this bibliography, availability of ERIC clearinghouse and support contractor publications, adjunct ERIC clearinghouses, ACCESS ERIC, and AskERIC, as well as a sample document resume and a statistical summary of ERIC publications by clearinghouse by year (1968-98). Subject, personal author, and institution indexes are provided. Appendices include: document resumes for adjunct ERIC clearinghouse, ERIC support contractor, and ERIC Program Office publications; ERIC-at-a-Glance (ERIC system components graphically displayed); a directory of ERIC network components; and an ERIC Document Reproduction Service order form. (AEF)

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ED 433 026

ERIC®

Clearinghouse and Support Contractor Publications

1998

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Clearinghouse and Support Contractor Publications

1998

An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in *Resources in Education* (RIE) January-December 1998

July 1999

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Editors

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This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, under contract number RR94002001 with Computer Sciences Corporation (CSC). The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

Table of Contents

Page

INTRODUCTION

The ERIC System v
ERIC Abstract Journals v
ERIC Clearinghouse and Support Contractor Publications vi
Bibliographies of ERIC Clearinghouse and Support Contractor Publications vi
Organization of This Bibliography vii
Availability of ERIC Clearinghouse and Support Contractor Publications vii
Adjunct ERIC Clearinghouses vii
ACCESS ERIC viii
AskERIC viii
Sample ERIC Resume ix
Statistical Summary — By Clearinghouse by Year (1968-1998) x

DOCUMENT RESUMES

(Arranged by Announcing Clearinghouse)

CE	—	Adult, Career, and Vocational Education	1
CG	—	Counseling and Student Services	7
CS	—	Reading, English, and Communication	11
EA	—	Educational Management	12
EC	—	Disabilities and Gifted Education	14
FL	—	Languages and Linguistics	18
HE	—	Higher Education	21
IR	—	Information and Technology	24
JC	—	Community Colleges	27
PS	—	Elementary and Early Childhood Education	31
RC	—	Rural Education and Small Schools	35
SE	—	Science, Mathematics, and Environmental Education	36
SO	—	Social Studies/Social Science Education	38
SP	—	Teaching and Teacher Education	42
TM	—	Assessment and Evaluation	44
UD	—	Urban Education	45

INDEXES

Subject Index 49
Author Index 67
Institution Index 73

APPENDIXES

Document Resumes for Adjunct ERIC Clearinghouse, ERIC Support Contractor, and ERIC Program Office Publications (Arranged by Component). 83
ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19) 85
ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6) 87
ERIC Document Reproduction Service (EDRS) — Order Form 91

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 980,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, World Wide Web, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1000 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 1000 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse and Support Contractor Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-eighth bibliography in the series. All items in the series to date are listed below.

	Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1.	ED-029 161	24 p.	FY 1968	149
2.	ED-034 089	34 p.	FY 1969	240
3.	ED-041 598	47 p.	FY 1970	366
4.	ED-054 827	54 p.	FY 1971	416
5.	ED-077 512	55 p.	FY 1972	415
6.	ED-087 411	74 p.	FY 1973	396
7.	ED-126 856	144 p.	FY 1974-75	534
8.	ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9.	ED-180 499	74 p.	JAN-DEC 1978	211
10.	ED-191 502	58 p.	JAN-DEC 1979	159
11.	ED-208 882	64 p.	JAN-DEC 1980	176
12.	ED-224 505	72 p.	JAN-DEC 1981	173
13.	ED-237 098	61 p.	JAN-DEC 1982	181
14.	ED-246 919	52 p.	JAN-DEC 1983	117
15.	ED-261 711	61 p.	JAN-DEC 1984	142
16.	ED-271 125	62 p.	JAN-DEC 1985	176
17.	ED-283 535	89 p.	JAN-DEC 1986	229
18.	ED-295 685	86 p.	JAN-DEC 1987	239
19.	ED-308 881	90 p.	JAN-DEC 1988	284
20.	ED-321 774	82 p.	JAN-DEC 1989	256
21.	ED-335 060	120 p.	JAN-DEC 1990	355
22.	ED-348 053	96 p.	JAN-DEC 1991	262
23.	ED-358 865	87 p.	JAN-DEC 1992	275
24.	ED-369 420	111 p.	JAN-DEC 1993	267
25.	ED-394 527	69 p.	JAN-DEC 1994	211
26.	ED-395 595	73 p.	JAN-DEC 1995	213
27.	ED-411 872	77 p.	JAN-DEC 1996	223
28.	ED-XXX XXX	86 p.	JAN-DEC 1997	248
29.	ED-XXX XXX		JAN-DEC 1998	224
			TOTAL (1968-1998)	7,737

This bibliography covers the calendar year period from January through December 1998. It lists a total of XXX documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse and Support Contractor Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Consumer Education; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Service-Learning; Test Collection; and U.S-Japan Studies. During 1998, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

ERIC Ready Reference #3
Revised September 1998

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED 654 321 CE 123 456 ← **Clearinghouse Accession Number**

Author(s) → *Butler, Kathleen* *Smith, B James*

Title → **Career Planning for Women.**

Institution. → Central Univ., Chicago, IL.
(Organization where document originated.)
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC. ← **Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

Report No. — ISBN-0-3333-5568-1; OERI-91-34 ← **Report Number**—assigned by originator.

Date Published → Pub Date — 1992-05-00

Contract or Grant Number → Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). ← **Descriptive Note** (pagination first)

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95). ← **Alternate source for obtaining document**

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Language — English, Spanish

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992 ← **Journal Citation**

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education ← **Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute ← **Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB) ← **Informative Abstract**

← **Abstractor's Initials**

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ERIC PUBLICATIONS [1]
STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1998)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	JAN-DEC '95	JAN-DEC '96	JAN-DEC '97	JAN-DEC '98	TOTAL
AC	24	16	20	28	20	16																								124
AL	2	7	11	11																										31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	29	24	28	31	425
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	8	35	8	19	432
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	26	12	14	7	523
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	12	10	23	10	625
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	12	8	1	20	665
EF	1	19	16																											36
EM	7	8	11	8	14	16																								64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	21	26	13	21	12	459
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	10	10	19	16	470
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	11	16	14	15	377
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [2]	9	11	15	15	19	505
LI		2	7	9	14	8																								40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	14	16	32	12	446
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	10	11	13	7	390
RE	16	19	15	9	5																									64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	8	4	13	6	517
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	10	15	9	24	322
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	5	8	8	8	340
TE	3	7	32	24	26																									92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	10	6	13	4	227
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	11	20	17	14	405
VT	11	18	30	39	42	18																								158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [3]	239	284	256	355	262	275	267	211	213	223	248	224	7,737

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
[2] Digests (2 page publications) routinely included in RIE for first time in 1986.
[3] Does not include 8 older Digests announced during 1993.

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Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

	Page
CE – Adult, Career, and Vocational Education	1
CG – Counseling and Student Services	7
CS – Reading, English and Communications	11
EA – Educational Management	12
EC – Disabilities and Gifted Education	14
FL – Languages and Linguistics	18
HE – Higher Education	21
IR – Information & Technology	24
JC – Community Colleges	27
PS – Elementary & Early Childhood Education	31
RC – Rural Education and Small Schools	35
SE – Science, Mathematics, & Environmental Education	36
SO – Social Studies/Social Science Education	38
SP – Teaching & Teacher Education	42
TM – Assessment and Evaluation	44
UD – Urban Education	45

CE

ED 410 433 CE 074 609

Lewis, Morgan V

Characteristics of Successful School-to-Work Initiatives: What the Research Says. Information Series No. 370.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—45p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN370; $7).

Pub Type— ERIC Publications (071)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Career Education, *Education Work Relationship, Educational Change, High Schools, *Partnerships in Education, Postsecondary Education, *Program Effectiveness, *School Business Relationship, Vocational Education, Work Experience Programs

Identifiers—*School to Work Opportunities Act 1994

The simplicity and "common-sense" quality of school-to-work's (STW) basic concepts are the greatest threats to the full implementation of STW. Implementation requires a fundamental restructuring of secondary education and far greater involvement of employers in the preparation of young people for work. A synthesis of findings from eight documents that examined empirical evidence on the conduct and outcomes of efforts to facilitate STW transition identified the following characteristics of successful STW initiatives: (1) a comprehensive, strategic vision that sets forth the linkages expected at each level of the system and encourages partners to realize the vision in their particular circumstances; (2) special efforts to involve employers in their partnerships; (3) commitment and support at all levels and from all partners; (4) adequate financial support from a variety of sources; (5) students who have a strong foundation of career information and an awareness of their own interests, goals, and abilities that result from a planned sequence of learning experiences; and (6) integration of academic learning and occupational learning. Major efforts will be needed in these areas: recruiting enough employers who are willing to provide opportunities for work-based learning; providing teachers the time, resources, and support required to connect school-based and work-based learning; informing parents about the objectives of STW and countering erroneous perceptions and assumptions; and fostering the vocational maturity of high school students. Contains 34 references. (SK)

ED 411 414 CE 074 700

Brown, Bettina Lankard

New Learning Strategies for Generation X. ERIC Digest No. 184.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-97-184

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cognitive Style, Educational Change, Educational Environment, Educational Needs, *Educational Strategies, *Learning Strategies, Student Characteristics, Teacher Role, *Teacher Student Relationship

Identifiers—ERIC Digests, *Generation X

The gap between Generation X and earlier generations represents much more than age and technological differences. It reflects the effects of a changing society on a generation. Social changes such as the increase in single-parent households and households with both parents working, corporate downsizing and layoffs, limited opportunities for career positions, and economic troubles at the society level have combined to create a generation characterized as follows: independent problem solvers and self-starters; technologically literate; responsive; focused; lifelong learners; ambitious; and fearless. Effective instruction requires that teachers target their teaching toward the unique characteristics of today's learners. The following are some suggestions for targeting instruction toward the characteristics identified with Generation X: focus on outcomes rather than techniques; engage students in role playing and cooperative learning experiences; give students control over their own learning; respect learner's ability to engage in parallel thinking; give attention to the format of instructional materials; and engage students in creating their own learning environments and in completing projects that demand new skills and application of existing skills to new situations. (MN)

ED 411 415 CE 074 701

Kerka, Sandra

Popular Education: Adult Education for Social Change. ERIC Digest No. 185.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-97-185

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Educators, Change Agents, Change Strategies, College Programs, Community Education, Educational Needs, Educational Objectives, *Educational Practices, Educational Principles, Educational Strategies, Foreign Countries, Group Dynamics, Higher Education, Hispanic Americans, *Popular Education, *Role of Education, *School Community Relationship, *Social Change, Teacher Role

Identifiers—ERIC Digests

Popular education is a form of adult education that encourages learners to examine their lives critically and take action to change social conditions. Popular education's goal is to develop people's capacity for social change. Although it may assume diverse forms, popular education usually involves a cycle described as action/reflection/action or practice/theory/practice. Adult educators can facilitate the process by serving as democratic collaborators who ensure that learning, leadership, and self-direction occur in the group. Popular education often draws on popular culture (such as song, theater, dance, puppetry) to enhance communication among audiences, demonstrate respect for community values, enhance group spirit, and demystify the information conveyed. Because popular education is often seen as threatening to dominant institutions, popular educators face numerous challenges, including the following: demands or constraints of funding sources; perceptions of the role of facilitators; disconnection between program goals and participant objectives; and the perception that it is too radical or revolutionary. The literature includes several examples of how adult educators have over-

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come these challenges and helped facilitate social transformation. The examples demonstrate that, although individual popular education programs may appear to have failed in their immediate goals, they may represent steps in the slow, complex and cumulative process of social change. (Contains 12 references.) (MN)

ED 411 416 CE 074 702

Wagner, Judith O.

The World Wide Web and Vocational Education. ERIC Digest No. 186.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-97-186

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Career Education, *Computer Uses in Education, Databases, Education Work Relationship, Educational Practices, *Educational Resources, Foreign Countries, High Schools, Higher Education, *Information Networks, Information Utilization, *Internet, Job Search Methods, Military Training, Teacher Education, *Vocational Education, Vocational Education Teachers, *World Wide Web

Identifiers—ERIC Digests

This digest is intended to help vocational educators learn to make the best use of the World Wide Web. Among the vocational education-related websites and uses of the web profiled are the following: a website that Minnesota high school students can use to search for career opportunities and check local classified ads; a website through which Australian workers can earn a Certificate in Workplace Leadership; a University of Idaho project that allows teacher educators to evaluate teachers in the field through the use of digital cameras, conduct chats related to classes, and conduct examinations and discussions through websites; a rural Ohio program in which students use the Internet to find specific materials related to their vocational programs; a website containing more than 200 manuals, curricula, and guides that have been created by local and state school-to-work offices; websites that a Florida tech prep/school-to-work coordinator uses to conduct a business education classes and help students develop job search skills; and a website containing lesson plans of a Massachusetts vocational high school and samples of students' work. Contains an annotated list of 15 relevant websites and 6 references. (MN)

ED 411 417 CE 074 703

Naylor, Michele

Work-Based Learning. ERIC Digest No. 187.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-97-187

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, *Articulation (Education), Career Education, Cooperative Planning, *Education Work Relationship, Educational Practices, Educational Quality, Learning Activities, Partnerships in Education, Program Design, Program Development, *School Business Relationship, Secondary Education, Two Year Colleges, Vocational Education, *Work Experience Programs

Identifiers—*Employer Role, ERIC Digests

Work-based learning may occur in the following forms: contracted instruction; cooperative education; school-to-apprenticeship; registered apprenticeship; career exploration; service learning; career internships; career academies; school-based enterprises; and clinical experience programs. The following are key components of work-based learning programs: planned program of job training and experiences; paid work experience; workplace mentoring; instruction in general workplace competencies; and broad instruction in all aspects of industry. Recruiting sufficient numbers of employers willing to commit to the high level of employer involvement implicit in work-based learning and ensuring that worksite learning is of high quality are the most important challenges in developing programs linking school- and work-based learning. Employer involvement in work-based learning may be encouraged through a multifaceted approach that considers employers' capabilities and short-term interests and offers employers several possible paths of involvement and degrees of commitment. After a work-based learning program has been designed, its school and worksite components will require continuous coordination and management. At the secondary level, those tasks are best handled by school-to-work coordinators. At the postsecondary level, work-based learning programs may be based on a mix of work-based learning models and pedagogical approaches and a combination of personalized documentation and standardized performance-based competency profiles. (Contains 17 references.) (MN)

ED 413 533 CE 075 279

Stitt-Gohdes, Wanda L.

Career Development: Issues of Gender, Race, and Class. Information Series No. 371.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—72p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (IN 371, $8).

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Choice, *Career Development, Counseling Techniques, *Females, Low Income, *Minority Groups, *Occupational Aspiration, Self Efficacy, *Social Class, Social Cognition, Teacher Role, Theories

The premise of this paper is that, although career choice implies options, issues of gender, race, and class may constrain the occupational choices an individual makes. Dominant career development theories are being reexamined for their appropriateness to diverse groups. This paper reviews the following theories: Ginzberg, Ginsburg, Axelrad, and Herma's (1951); Holland's Career Typology (1985); Super's Theory of Vocational Choice (1996); Social Cognitive Career Theory; and recent work by Gottfredson (1996) and Bandura (1986). The review shows how vocational choice is influenced by one's self-concept and sextyping of occupations, as well as by environmental factors. Specific issues and barriers are presented: for women, the effect of socialization on self-efficacy; for African Americans, Hispanics, Asian Americans, and Native Americans, the influence of internal and external attitudes and factors, and for low-income groups, the effects of economic circumstances and social attitudes. Career counseling strategies that address issues of gender, race, and class are derived from career development theory. The importance of the role of the classroom teacher, who may be even more influential than the guidance counselor, is stressed. Contains 77 references. (SK)

ED 414 430 CE 075 330

Kerka, Sandra

Volunteer Management. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Computer Oriented Programs, Coordination, *Educational Trends, Individual Characteristics, *Personnel Management, *Program Administration, Recruitment, Risk Management, Technological Advancement, Trend Analysis, *Volunteer Training, *Volunteers

Identifiers—*Volunteer Management

Social, economic, political, and technological changes in the last quarter century have changed the volunteer sector. This publication identifies some of the trends and the issues they raise for the emerging profession of volunteer management. Volunteers are more diverse than ever in age and background. Volunteers' motivations and expectations are changing. Some individuals volunteer to support their careers and gain new skills. Many individuals must budget their time commitments and desire one-time or short-term opportunities. Professionals accustomed to working within competently managed organizations constitute the fastest growing segment of the volunteer force. Although the 1997 Volunteer Protection Act grants volunteers immunity from personal liability in certain circumstances, volunteer managers still need risk management policies and procedures and liability insurance. "Virtual volunteering" is a new concept that enables volunteers to provide services entirely online, thereby giving opportunities to those who might find onsite volunteering difficult due to disability or work schedules. Volunteer managers must be concerned with developing valuable, meaningful assignments and matching volunteers with them, and they are being challenged to recruit, orient, recognize, and supervise a diverse and nontraditional volunteer pool. Volunteer management is becoming increasingly professional, with a literature base, professional societies, and formal education. (Contains an annotated bibliography of 23 print and online resources and a list of 5 organizational resources.) (MN)

ED 414 431 CE 075 331

Imel, Susan

Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, Annotated Bibliographies, Basic Skills, *Education Work Relationship, Educational Needs, *Educational Practices, Educational Research, *Educational Trends, Literacy Education, Needs Assessment, Postsecondary Education, Program Effectiveness, Trend Analysis, *Vocational Education, *Welfare Recipients

Identifiers—Personal Responsibility and Work Opp Recon Act, *Welfare Reform, Welfare to Work Programs

The Personal Responsibility and Work Opportunity Reconciliatiorf Act of 1996 emphasizes the placement of people in jobs as the first step in the welfare reform process rather than the development of basic and job skills. This has forced adult and vocational educators to rethink the role their programs can play in welfare reform. The move to de-emphasize education and training in the welfare reform act is more than a little ironic in view of the fact that the research on welfare-to-work programs continues to confirm that the most effective welfare-to-work programs share a balanced approach that mixes job search, education, job training, and paid and unpaid work experience. When developing

programs for welfare recipients, adult and vocational educators must create ways of developing balanced programs while still meeting the requirements of the legislation. Although activities to improve basic skills are important, they should be provided as part of a comprehensive program designed to develop employability. Successful basic skills components include the following qualities: clear concept of participants' educational and other needs; support for teachers' efforts to innovate and experiment in the classroom; and sufficient funding to implement innovative ideas. (Contains 18 annotated references.) (MN)

ED 414 434 CE 075 344

Kerka, Sandra

Adults with Learning Disabilities. ERIC Digest No. 189.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-189

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Students, Assistive Devices (for Disabled), *Classroom Techniques, Counseling Services, *Educational Needs, *Educational Strategies, *Learning Disabilities, Needs Assessment, Services, Special Needs Students, Student Evaluation, *Student Needs

Identifiers—ERIC Digests

Thanks to increased advocacy and research, several major federal laws, and heightened awareness of the changing demands of the workplace, more attention is being focused on adults with learning disabilities (LD). There is still no consensus on definitions of LD. Estimates of the incidence of LD range from 5% to 20% of the population. Adults with LD may face challenges in several areas of life, including education, employment, daily routines, and social interactions. Adults with LD need a range of skills and abilities to manage their disabilities in education, training, and employment. Factors influencing their successful adjustment include the following: educational experiences, personal/background characteristics, and reframing—reinterpreting the situation in a positive way. Appropriate assessment is the starting point for all other strategies and techniques. Once a learning disability has been identified, three categories of assistance are psychosocial, technological, and educational. In the psychosocial area, strengthening self-esteem through awareness, assessment, accommodation, and advocacy is paramount. Although schools and workplaces offer some accommodations to help with academic and vocational adjustment, less attention is paid to social and emotional functioning. Assistive technology (technology enabling adults with LD to compensate for specific defects) has great potential. As for educational strategies, adult educators should foster an inclusive learning environment that includes sensitivity, attitudes, awareness, and accommodations. (Contains 13 references.) (MN)

ED 414 435 CE 075 345

Brown, Bettina Lankard

What's Happening in School-to-Work Programs? ERIC Digest No. 190.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-190

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Work Relationship, Educational Legislation, *Educational Philosophy, *Educational Practices, Federal Legislation, Postsecondary Education, Program Effectiveness, Program Improvement, Secondary Education, *Transitional Programs

Identifiers—ERIC Digests, School to Work Opportunities Act 1994

The School-to-Work Opportunities Act, which was designed to improve student learning, in-school retention, and transition to the workplace, requires the restructuring of secondary education and the extensive involvement of business in preparing youth for the workplace. School-to-work initiatives reflect the conditions of the settings and contexts in which they are introduced. School-to-work initiatives may be characterized as follows: an identifiable formal part of a secondary and/or postsecondary curriculum; active participation of employers; actual or simulated on-the-job experience; and formal or informal certification of skills. Reviews and syntheses of the school-to-work literature have identified the characteristics of effective school-to-work initiatives as they relate to overall system development, partnerships, commitment, funding, guidance, and classroom and worksite activities. Teacher practices that have had a significant effect on students and classrooms have also been identified. Negative attitudes of employers, parents, postsecondary institutions, and teachers toward school-to-work initiatives are among the biggest barriers to successful initiatives. Recommendations for improving school-to-work efforts include the following: recruit enough employers who are willing to provide work-based learning opportunities; give teachers the time, resources, and support required to connect school- and work-based learning; inform parents about the objectives of school-to-work initiatives; and foster high school students' vocational maturity. (MN)

ED 414 436 CE 075 346

Brown, Bettina Lankard

Career Mobility: A Choice or Necessity? ERIC Digest No. 191.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-191

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Career Change, *Career Development, *Career Education, *Employment Patterns, *Occupational Mobility, Work Environment

Identifiers—ERIC Digests

In the U.S. work force, job mobility has become the standard employment pattern. According to the Bureau of Labor Statistics, 10% of the work force switches jobs every year. Among the factors contributing to the career mobility of today's workers are the following: search for competitive employment positions; pursuit of a good career match; desire for career advancement; and search for personal satisfaction. Whether career mobility is initiated by the employer because the tasks, skills, or characteristics of given workers are no longer needed or by workers because they are dissatisfied with some aspect of their jobs or organizations, connecting with new employment can be unsettling. The following are some ways workers can use career mobility to capitalize on opportunities in the workplace: have a positive attitude; develop new skills and competencies; engage in career exploration; be willing to compromise; seek career counseling; and be creative. Career mobility is a trend that is likely to continue as workers assume more responsibility for their career development and advancement. (Contains 14 references.) (MN)

ED 414 446 CE 075 361

Imel, Susan

Web-Based Training. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.; Printed on colored paper.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Computer Assisted Instruction, *Computer Uses in Education, Educational Principles, *Educational Trends, Internet, Learning Theories, *Training Methods, Trend Analysis, *World Wide Web

The term "web-based training" (WBT) is emerging to distinguish the use of the World Wide Web as a training and education tool from other applications. In 1996, about $100 million of the $7 billion spent on training in the United States was spent on WBT. According to estimates, the amount spent on WBT will increase more than 20-fold in 5 years. In discussions of the differences between WBT and traditional computer-based training (CBT), real-time WBT (in which instructors use the Web to extend the reach of the classroom) has been differentiated from nonreal-time WBT (which is created in a traditional CBT authoring system and simply downloaded from the Web so that students take the instruction at their leisure). It has been emphasized that, for WBT to be effective, it must be like CBT, but better. Critics of behaviorist learning do not want to see CBT replicated in WBT. The idea of using cognitive-based theories as the basis for designing WBT is emerging in the literature. Although WBT is still in its infancy, it has shown great promise. (Contains an annotated bibliography of 18 publications and addresses of 3 WBT-related websites.) (MN)

ED 414 447 CE 075 362

Brown, Bettina Lankard

Portfolio Assessment: Missing Link in Student Evaluation. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Education, Educational Trends, Evaluation Methods, *Performance Based Assessment, *Portfolio Assessment, Portfolios (Background Materials), Reliability, Secondary Education, *Student Evaluation, Trend Analysis, *Vocational Education

Portfolio assessment is an alternative form of assessment that is particularly attractive to adult, career, and vocational educators because it includes the assessment of active learning and performance rather than the mere recall of memorized facts. Portfolio assessment serves the interests of business and industry by forging a connection between activities in the classroom and in the workplace. With education's increasing focus on performance standards and student-centered classrooms, portfolios have become more than repositories of work samples. Portfolio assessment is well suited to integrated curricula. When portfolio criteria are linked to the curriculum and give students clear expectations of what is required, they are an effective tool for helping students see gaps in their learning, identify strategies supporting learning, set goals, and see change and development over time. Portfolios offer the additional benefit of involving students in the assessment process, and they offer teachers a way of motivating students, which is being recognized as a critical function of assessment. Some of the main issues regarding the difficulty of using portfolio assessment are related to reliability (specifically, problems in scoring and competency interpretation). (Contains 19 annotated references.) (MN)

ED 414 448 CE 075 363

Kerka, Sandra

Will We All Be Portfolio Workers? Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensation (Remuneration), *Employer Employee Relationship, *Employment Patterns, *Employment Qualifications, Fringe Benefits, Labor Market, *Occupational Mobility, *Portfolios (Background Materials), Trend Analysis

Identifiers—*Temporary Employment

The world of stable, long-term employment is coming to an end. Part-time, contingent, and contract workers now account for more than 35% of the U.S. work force. It has been suggested that individuals will become "portfolio workers" with "portfolio careers." Individuals will maintain portfolios of their skills, abilities, and achievements and will use those portfolios to obtain temporary assignments in a variety of organizations rather than securing permanent jobs. Downsizing and reorganization are forcing individuals to consider themselves a collection of attributes and skills rather than a job title. The key skills of portfolio workers are as follows: versatility; flexibility; creativity; self-direction; interpersonal and communication skills; facility with computer and information technology; ability to learn continuously; and ability to manage work, time, and money. Many individuals find portfolio work attractive for the freedom and flexibility it affords; on the other hand, there are many part-time workers who would prefer to work full time but cannot do so. In the current work structure, benefits are still tied to full-time employment. Thus, those on the periphery often lack health care, pensions, and similar supports. At present, those most successful at portfolio work appear to be professionals with high-demand or unique skills. (Contains 27 annotated references.) (MN)

ED 415 430 CE 075 674

Kerka, Sandra

Competency-Based Education and Training. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behaviorism, Competence, *Competency Based Education, *Curriculum Development, *Education Work Relationship, Educational Objectives, Educational Philosophy, *Educational Practices, Educational Principles, Educational Trends, Employer Attitudes, Humanism, Program Effectiveness, Secondary Education, *Vocational Education

Identifiers—National Vocational Qualifications (England)

Proponents of competency-based education and training (CBET) promote it as a way to improve the correspondence between education/training and workplace requirements. CBET's opponents consider it excessively reductionist, narrow, and rigid, as well as theoretically, empirically, and pedagogically unsound. The following are among the issues surrounding CBET: (1) the relative merits of the behaviorist and holistic approaches to CBET; (2) the question of whether CBET gives employers what they want (alternatively, the question of whether CBET's focus on qualifications related to required performance in the workplace outweighs its costs, uncertain suitability for their work force, and confusing language/jargon); and (3) the question of whether CBET's curriculum is being driven by government, employers, or educational institutions). Some have suggested that the economic basis of CBET neglects the wider cultural and social purposes of learning and the rights of all stakeholders to determine those purposes. Others have asserted that, with more emphasis on a holistic conception of competence and education for citizenship and cultural understanding, well-done CBET can find a realistic middle ground between the humanist and behaviorist perspectives, thereby taking another step toward breaking down the divisions between general and vocational education. (Contains 18 references) (MN)

ED 415 431 CE 075 675

Brown, Bettina Lankard

Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*At Risk Persons, Demonstration Programs, Disadvantaged, *Dropout Prevention, Education Work Relationship, *Outcomes of Education, Postsecondary Education, Program Effectiveness, *Salary Wage Differentials, Secondary Education, *Skill Development, Special Needs Students, *Vocational Education

Vocational Education (VE) has long been recognized for its "hands-on" approach to education and ability to demonstrate a connection between school and employment. The consensus of the literature is that VE facilitates student skill development, retention in school, and employment. According to the research, reducing the dropout rate is the most common outcome of VE for at-risk populations. VE has also been demonstrated to raise the employment and earnings of at-risk youth and adults. Programs targeted to a specific segment of the at-risk population or a specific area of need have been especially successful in increasing employment and earnings of program completers. The research has also shown that skill development (academic and vocational) is only one factor impeding the continued education and employment of at-risk populations. To improve their status in life, disadvantaged individuals need vocational programs to connect them to the support services such as the following: assessment, counseling, mentoring, resume writing, referral, placement in full-time positions, follow-up, and continued educational opportunities. Employers, mentors, and other community members, including parents, can augment VE by helping at-risk persons bridge the gap between their current status and realization of their life and work potential. (MN)

ED 415 432 CE 075 676

Brown, Bettina Lankard

Tech Prep: Is It Working? Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Work Relationship, Educational Objectives, Educational Principles, *Educational Trends, High Schools, *Noncollege Bound Students, Postsecondary Education, Program Development, *Program Effectiveness, *Tech Prep, *Vocational Education

Although tech prep is becoming widely accepted by educators and the business community, the jury is still out regarding whether its anticipated student, school, and community outcomes are being realized. In theory, tech prep's focus is primarily on school-based learning, whereas school-to-work programs also include work-based learning and linkages between the two. The distinction is less clear when the core elements required for tech prep vary among tech prep consortia (as has been reported in the literature). Imprecision in defining the differences between tech prep and school-to-work has created confusion and frustration among the two initiatives' stakeholders. To date, few formal evaluations of tech prep have been conducted to document its claims. Merging tech prep and school-to-work concepts will make it more difficult to evaluate the results of the two reforms. The increased business and industry support enjoyed by tech prep has been one of its most positive outcomes. Because moving students through secondary and on to postsecondary education requires the development of academic and higher-order thinking skills required in the workplace, tech prep is especially valuable for noncollege-bound students. Thanks to its articulation components, however, tech prep is also proving valuable for college-bound students. (MN)

ED 417 291 CE 075 974

Brown, Bettina Lankard

Conflict Management: Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Conflict Resolution, Educational Needs, *Empowerment, *Interpersonal Communication, On the Job Training, *Problem Solving, Trend Analysis, *Work Environment

The dynamics of a diverse work force characterized by organizational change, competition, and complex communication are increasing attention toward finding new ways of avoiding the costly and destructive outcomes of relationship dysfunctions. Litigation and legal negotiation are two of the most expensive ways of conflict resolution; and arbitration takes the power out of the hands of those in conflict. Conflict mediation, however, moves toward worker empowerment by involving mediators whose role is to help the parties negotiate their own resolution to a situation. Because most workplace conflicts will likely be repeated under new circumstances and in new situations, the goal of conflict management is to empower workers to resolve their own differences of opinion before those differences escalate into conflict. Because of the negative impact of conflict on worker creativity, efficiency, and productivity, many organizations are hiring conflict management specialists to train their employees in positives ways of resolving differences. Adult educators, educational administrators, health care and business professionals, and human resource managers are among those who are assuming new roles as leaders in conflict management. Among the techniques that have shown to aid acquisition of conflict management skills are the following: self-esteem training; drama and role playing; posters promoting conflict resolution; and teaming and in-team intervention. Contains an annotated bibliography of 21 print and Web-based resources. (MN)

ED 417 292 CE 075 975

Kerka, Sandra

Diversity Training. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, *Cultural Pluralism, *Diversity (Institutional), Educational Needs, *Interpersonal Competence, *On the Job Training, *Organizational Climate, Program Design, *Sensitivity Training, Trend Analysis, Work Environment

According to surveys of companies employing more than 100 workers, the number of companies with diversity training (DT) programs increased from 40% in 1992 to 50-56% in 1996. Motivations behind DT include compliance with legal mandates, fear of lawsuits, social justice, desire to expand into diverse markets, and overall organizational transformation. At the same time, a backlash against DT is arising that has been explained in terms of such factors as reaction to rapid social change, deep-seated prejudice, misunderstanding of diversity, and badly planned and implemented training programs. One core issue is lack of consensus regarding the meaning of diversity. To some, DT should be focused narrowly on those categories protected by law (race, gender, and disability), whereas others argue for a more inclusive definition encompassing age, educational level, family structure, job function, sexual orientation, ethnicity, and values. Effective DT programs start with an inclusive definition of diversity and clear objectives that are linked with organizational goals and that reflect employee involvement in design and top-level support. Effective DT programs also focus on finding ways for people to work cooperatively despite differing perspectives. Contains an annotated bibliography of 29 print and Web-based resources. (MN)

ED 417 293 CE 075 976

Imel, Susan

Seniors in Cyberspace. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Educators, Annotated Bibliographies, *Computer Literacy, Continuing Education, *Educational Opportunities, *Information Utilization, Lifelong Learning, *Older Adults, *Participant Characteristics, Teacher Role, Trend Analysis, *World Wide Web

Approximately 15% (7.6 million) of the estimated 50.6 million U.S. citizens who browse the World Wide Web are aged 50 or older, and 30% of adults aged 55-75 own a computer. Although many older adults initially log on to the Internet as a means of connecting with friends and family, they quickly learn that it is also a valuable source of information on financial, health, travel, and other topics of interest to them. Among older adults, both computer ownership and online participation are tied to level of education and to socioeconomic status. When combined with Internet access, learning to use computer technology can provide older adults opportunities for lifelong learning and continuing growth and development. It can also help offset social isolation and loneliness. It has been recommended that peer instructors who understand how adults learn and teaching methodologies that are nonthreatening and self-paced be used to teach older adults to use computer technology. Adult and continuing educators must be aware of issues of access and equity and design training programs that will attract groups of older adults who are not currently accessing the Internet. Contains an annotated bibliography of 20 print and Web-based resources.) (MN)

ED 417 294 CE 075 977

Brown, Bettina Lankard

The Web: Creating and Changing Jobs. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, *Career Change, *Educational Needs, *Emerging Occupations, *Employment Opportunities, Employment Patterns, Employment Practices, *Employment Qualifications, Job Search Methods, Technological Advancement, Trend Analysis, *World Wide Web

The World Wide Web is changing not only how individuals locate jobs but also the ways existing jobs are performed. Individuals seeking work will need to know how to use the Web as a tool for enhancing their job performance. The enhanced global communication made possible through Internet technology and the increase of marketing plans combining electronic commerce with traditional marketing initiatives have significantly altered sales, marketing, and public relations jobs. The advent of interorganizational networks ("intranets") has provided a way of making information available to members of organizations while keeping it away from outsiders and have also emerged as a vehicle for continuing education and training of staff. Websites are helping job seekers conduct more efficient job searches. Web-based recruitment is growing as fast as Web-based job search. In addition to introducing new duties and responsibilities to existing jobs, the Web has also led to the creation of new jobs. Webmaster, website developer, network systems administrator, programmer, and customer service representative are among the high-demand Web-related jobs that offer opportunities for continued growth and development and promise high salaries. Contains a 17-item annotated bibliography of related resources. (MN)

ED 417 295 CE 075 978

Brown, Bettina Lankard

The Future of Career Development. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Age Discrimination, *Career Development, *Career Education, Contracts, *Educational Needs, Educational Trends, *Employment Patterns, *Employment Practices, Employment Problems, *Futures (of Society), Tenure, Trend Analysis

Recent changes in the workplace have given rise to the following misconceptions or "myths" about the future of career development: loyalty and job security have disappeared; contingent employment reflects the "end of the job"; and the workplace of the future will continue to be youth focused. In reality, concerns over loyalty and job security have resulted in the increasing popularity of new employment contracts. Unlike traditional contracts, which benefited employees by offering them job security for perseverance on the job, the new contracts benefit employers by locking in valued employees and restricting their mobility. The offer of attractive employment compensations comes with restrictions that protect and benefit the employer. If employees are to ensure employment on mutually acceptable terms they learn to negotiate and develop the skills that employers want. Negotiation of any employment contract is possible. Rather than threatening full-time employment, contingent employment often signals the "beginning of the job" rather than the "end of the job" inasmuch as it places workers in positions that offer them new entries into the workplace and linkages to more traditional, full-time employment. Alternative work arrangements can be particularly attractive to workers who prepare for full-time jobs in fields that are new. The increasing focus on youth in the workplace will result in a labor shortage that will necessitate reversing the focus on youth and turning instead to older workers. (Contains 13 references) (MN)

ED 417 296 CE 075 979

Kerka, Sandra

Information Management. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Educators, *Information Management, Information Needs, *Information Seeking, *Information Skills, Information Sources, *Lifelong Learning, *Skill Development, Teacher Role, *World Wide Web
Identifiers—*Information Age, *Information Overload

A number of misconceptions or "myths" about information management have arisen since the beginning of the Information Age. One misconception is that the problem of information overload stems from too much information. In reality, the greater problem may be an explosion of noninformation. Many people believe that they must try to stay on top of continuous streams of information because of economic, social, and employment-related pressures. Although some have concluded that the solution is to forget about keeping up, others have advised focusing less on acquisition of information products and more on information processes (thinking about and interacting with information). Other misconceptions are that the World Wide Web is a one-stop source for all information needs and that the secret to information management is knowing how to navigate the Web. Because the Web encourages breadth over depth, however, users must be wary of relying on any single information source and must develop the critical literacy skills required to evaluate the accuracy of the information. As lifelong learners themselves, adult educators can demonstrate for learners that the key to information management is self-management: identifying one's own information needs, being one's own filter and editor, and taking both a wide and deep perspective in information seeking. (Contains 18 references.) (MN)

ED 418 247 CE 076 144

Brown, Bettina Lankard

Part-Time Work and Other Flexible Options. ERIC Digest No. 192.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-98-192
Pub Date—1998-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Career Development, Career Education, Demography, Education Work Relationship, *Employer Employee Relationship, *Employment Patterns, *Employment Practices, *Flexible Working Hours, Job Sharing, *Part Time Employment, Professional Development, Trend Analysis
Identifiers—ERIC Digests

Options for flexible work schedules such as job sharing, compressed work weeks, reduced hours, work at home, and flextime have provided employees with the means to realize a better balance

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between work and family and engage simultaneously in more than one endeavor (for example, school and work or two careers). The same options can also lead to economic and emotional stress and to limited opportunities for professional growth. Although employer-initiated flexible staffing arrangements are appealing to many workers, they are designed primarily to satisfy employers' needs. Flexible work options such as part-time employment and job sharing are becoming increasingly attractive to professionals. Flextime, which has become the most popular flexible work arrangement, reaps benefits for employers and employees alike by allowing full-time employees to work at convenient times and offering employers a low-cost method of providing personal time off, extending service hours without overtime pay, and reducing absenteeism and turnover. The use of flexible options is affected by various factors, including union and government pressure and workplace demographic changes. When preparing students with the academic, vocational, and employability skills required for successful employment in today's workplace, educators must also promote self-directed learning and a spirit of entrepreneurship. (Contains 16 references) (MN)

ED 418 248 CE 076 145

Imel, Susan

Work Force Education or Literacy Development: Which Road Should Adult Education Take? ERIC Digest No. 193.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-193

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Education Work Relationship, Educational Environment, Educational Needs, *Educational Objectives, Educational Policy, Educational Trends, *Labor Force Development, *Literacy Education, Public Policy, Role of Education, Trend Analysis, *Workplace Literacy

Identifiers—ERIC Digests, Welfare Reform

The increasing emphasis on work force development as a policy goal is bringing to the forefront a continuing debate over which of two roads—work force education or literacy development—the field of adult education should take. The recent shift in the welfare reform policy from emphasis on investing in basic and job skills to emphasis on quick job placement has caused many adult educators who had previously worked closely with human services agencies to feel "out of the loop." Increasingly, evidence from adult learners themselves and from research on welfare-to-work programs is demonstrating that policies focusing solely on expanding the low-wage labor supply without attention to raising living standards through opportunities for development of skills that can be transferred to multiple employment settings do not result in employment self-sufficiency. Based on the information in the literature, the question should not be "Should adult education focus on either work force education or literacy development?" but rather "Is it possible to combine both literacy development and work force education?" The Goodwill Literacy Initiative in Pittsburgh (Pennsylvania) and Philadelphia's (Pennsylvania) Community Women's Education Project confirm that adult educators can indeed take both roads. (Contains 12 references) (MN)

ED 418 249 CE 076 146

Kerka, Sandra

New Perspectives on Mentoring. ERIC Digest No. 194.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-194

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Education, Computer Uses in Education, Educational Strategies, Educational Trends, *Experiential Learning, Internet, *Learning Processes, *Mentors, *Organizational Change, *Technological Advancement, Trend Analysis, World Wide Web

Identifiers—ERIC Digests, Information Age

Like most institutions in a world of change, the practice of mentoring is being influenced by new forms of work, technology, and learning. Organizational trends such as downsizing, restructuring, teamwork, increased diversity, and individual responsibility for career development are contributing to a resurgent interest in mentoring in the 1990s. Many organizations are instituting formal mentoring programs as a cost-effective way to upgrade skills, enhance recruitment and retention, and increase job satisfaction. Telementoring through the Internet is emerging as a way to pair teachers and learners with subject-matter experts who can provide advice, guidance, and feedback on learning projects. Mentoring supports much of what is currently known about how individuals learn, including the socially constructed nature of learning and the importance of experiential, situated learning experiences. The most effective mentoring is that involving guided experiential learning. Because learning takes place within the social context, the interpersonal relationship of mentor and mentee is considered essential. If developing learning organizations in a learning society is a desirable social goal, mentoring can perform an important function in helping people develop their highest potential. (Contains 17 references) (MN)

ED 418 250 CE 076 147

Stein, David

Situated Learning in Adult Education. ERIC Digest No. 195.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CE-98-195

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Educators, *Adult Learning, *Classroom Techniques, Context Effect, Educational Environment, Educational Strategies, Experiential Learning, *Learning Processes, Learning Theories, Relevance (Education), Teacher Role, Teaching Methods, Trend Analysis

Identifiers—ERIC Digests, *Situated Learning

In the situated learning approach, knowledge and skills are learned in contexts that reflect how knowledge is obtained and applied in everyday situations. As an instructional strategy, situated cognition is a means for relating subject matter to learners' needs and concerns. Four major premises guide the development of classroom activities for situated learning: learning is grounded in the actions of everyday situations; knowledge is acquired situationally and transfers only to similar situations; learning is the result of a social process encompassing ways of thinking, perceiving, problem solving, and interacting in addition to declarative and procedural knowledge; and learning is not separated from the world of action but exists in robust, complex, social environments made up of actors, actions, and situations. Situated learning places learners in the center of an instructional process consisting of content, context, a community of practice, and participation. These four elements offer intriguing opportunities for educators to engage adult learners in novel and meaningful ways by creating environments that foster natural learning processes, selecting situations that will engage learners in complex and realistic problem-centered activities, acting first as content transmitters and eventually as facilitators of learning, and fostering the notion of cognitive apprenticeships. (Contains 20 references) (MN)

ED 418 253 CE 076 161

Wagner, Judith O., Comp.

ERIC User Services Manual, Revised Edition.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—608p.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price – MF03/PC25 Plus Postage.

Descriptors—Databases, Information Centers, *Information Management, *Information Networks, *Information Seeking, *Information Services, *Information Skills, Online Systems, *User Needs (Information)

Identifiers—*ERIC, ERIC Clearinghouses

This manual explains how the user services functions, usually performed by a User Services Coordinator, can be conducted in the 16 ERIC (Educational Resources Information Center) Clearinghouses and the various adjunct ERIC Clearinghouses. It provides guidelines, suggestions, and examples of how ERIC components currently perform the user services function. The manual is organized in nine sections that cover the following topics: (1) what user services are; (2) who provides user services; (3) how user services are provided; (4) recordkeeping; (5) outreach; (6) ERIC Partners; (7) skills needed for user services; (8) staff development; and (9) how to conduct an ERIC workshop for searchers and librarians. The guide also contains a glossary defining 16 terms and 11 appendixes that include the following: ERIC System publications; search materials; financial aid packet; workshops and conference materials; statistics and forms; evaluation forms; transparencies; clearinghouse manuals; resources; user services and the World Wide Web; websites and listservs; and brochures. (KC)

ED 418 325 CE 076 292

Brown, Bettina Lankard

Using Problem-Solving Approaches in Vocational Education. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, *Classroom Techniques, Educational Environment, Educational Practices, Educational Principles, Educational Theories, *Learning Processes, *Problem Solving, Secondary Education, Teaching Methods, Theory Practice Relationship, *Vocational Education

Identifiers—*Problem Based Learning

The problem-solving approach to teaching and learning has proved especially useful in vocational education as a way to relate classroom learning to real-life situations or problems. The problem-solving method of teaching places the responsibility for learning on students. Educators and special reform groups in other subject areas refer to a process known as "problem-based learning," which is characterized by four critical features: engagement, inquiry, solution building, and reflection. For effective use of a problem-solving or problem-based approach to teaching and learning, teachers will have to alter three things: the balance of power in the classroom; the focus of attention; and their teaching skills. Reluctance to deviate from traditional teaching methods and incorporate a new teaching philosophy and practices is a major obstacle to adoption of the problem-solving approach to teaching. To implement a problem-solving approach, teachers must improve their interper-

sonal skills and group dynamics and be able to adapt instructional strategies, resources, and activities to promote students' development of basic skills, thinking skills, and personal qualities. Research has confirmed that, in agricultural education, the problem-solving approach is superior to the subject-matter approach as a way of improving student achievement. (Contains 15 references.) (MN)

ED 420 788 CE 076 763

Kerka, Sandra

Learning Styles and Electronic Information. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Annotated Bibliographies, *Cognitive Style, Computer Uses in Education, Educational Trends, Field Dependence Independence, Hypermedia, *Information Networks, Information Retrieval, *Information Seeking, Information Utilization, *Telecommunications, Trend Analysis, *World Wide Web

Emerging research findings demonstrate a relationship between learning styles and approaches to using the World Wide Web and other hypermedia, especially in terms of success with information retrieval. One of the most widely used conceptions of learning styles is Witkin's Field Dependence (FD)/Field Independence (FI). FI individuals perceive details and rely on internal cues, whereas FD individuals use their entire surroundings, including other people, to process information. Although most research findings show that FI's perform more efficient searches in less time and are more comfortable with "surfing" in hyperspace, FD's can use hypermedia as efficiently as FI's can, provided their learning style preferences are accommodated. Accommodations include providing a site guide or a global overview (for example, menus listing all possible choices). Other variables affecting information-seeking processes include the following: motivation; perceived importance or value of information; prior computer experience or subject knowledge; degree of self-direction; and knowledge of interface. The key is to recognize the implications of one's preferred learning style, know how to select and use hypermedia tools to match one's style, and learn to create mental models and use metacognitive strategies. (Includes an annotated bibliography of 22 print and hypertext publications, which comprises more than half of the document.)) (MN)

ED 420 789 CE 076 764

Imel, Susan

Spirituality in the Workplace. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002001

Note—4p.

Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1900 Kenny Rd., Columbus, OH 43210-1090.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Corporations, Employer Employee Relationship, *Employment Practices, *Organizational Change, Organizational Climate, *Religious Cultural Groups, *Religious Factors, *Spirituality, Trend Analysis, *Work Environment

The "spirituality in the workplace" movement serves a range of interests, including personal fulfillment on the job, a growing need to reconcile personal values with those of the corporation, and corporate desires to help individuals achieve more balanced lives. In addition to being the theme at a growing number of conferences, spirituality has also been the subject of online computer discussions and numerous books. Among the factors that have converged to create the spirituality in the workplace trend are the following: corporate layoffs and downsizing, the aging of the work force, the decline of traditional support networks, and changes in organizational structures. One of the most important issues associated with the growing movement of spirituality in the workplace is whether the movement is compatible with the profit motive that is the goal of most businesses and what happens when the two conflict. The relationship between spirituality and religion is another important issue. Career educators and career development specialists can prepare people for a workplace that includes a spiritual dimension by using the integrated life planning model and the relational approach to careers. (Includes an annotated bibliography of 20 print, organizational, and electronic resources, which comprises more than half of the document.) (MN)

CG

ED 412 434 CG 028 022

Gysbers, Norman Henderson, Patricia

Comprehensive Guidance Programs that Work-II.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-079-4

Pub Date—1997-00-00

Contract—RR93002004

Note—312p.; For the first edition, see ED 314 660. For related documents, see ED 402 535.

Available from—ERIC/CASS Publications, ERIC Counseling and Student Services Clearinghouse, School of Education, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402 ($19.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adolescents, Children, Counseling Theories, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, Program Descriptions, Pupil Personnel Services, Pupil Personnel Workers, *School Counseling, School Counselors

Identifiers—*Comprehensive Guidance, Comprehensive Guidance Program Model (Gysbers)

Comprehensive guidance programs are gaining increased attention. Aspects of these guidance programs were outlined in 1994 in a well-received book, which now has been updated. This new edition offers both the innovative concept (comprehensive school guidance program model) and the practical application of the concept as it has been applied in 14 different school and state settings. The practical reports were written by professionals who have extensive experience with the program. Although the chapters are specific to the school, district or state plan of each contributor, all of the programs are grounded in the concepts refined by the book's editors. The first chapter provides an overview of the comprehensive guidance model, a model which had its genesis in the early 1970s. The states represented by these program models include Missouri, Utah, Texas, South Carolina, Nebraska, Arizona, Maryland, and New Hampshire. This new edition also includes some refined theoretical points, including new material on leadership and supervision of school counselors in comprehensive guidance programs and the evaluation of comprehensive guidance programs. The last chapter offers key points, such as the importance of a team approach, for those who wish to develop and implement a comprehensive guidance program. (RJM)

ED 414 513 CG 027 040

Cahill, Mildred Martland, Sandra

Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-73

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, *Career Counseling, *Career Development, Career Guidance, Careers, Counseling Techniques, *Distance Education, Foreign Countries, Geographic Isolation, Individual Development, *Rural Areas, Rural Population, Social Development, Technological Advancement, Vocational Interests

Identifiers—Canada, ERIC Digests, *Life Planning, *Remote Access

Generations of rural people have relied on resource industries for their livelihoods. This digest examines how modern technologies allow career counselors to serve this population. In distance career counseling, four factors must be considered: (1) community characteristics, such as the informal hiring practices seen in many rural communities; (2) nature of the labor market, where some rural communities have a restricted range of occupational opportunities; (3) rural communities in transition, where many rural labor markets are changing; and (4) rural culture, in which many rural careers involve a wide range of non-market activities. Distance career counselors can use a variety of communication technologies to deliver programs, such as audio-teleconferencing, which is available in any place with regular phone service. Video-cassette players may also be used and can help parents work with their children in exploring career options. Print materials, such as workbooks, can explain career development issues and strategies and can provide clients with a record of their experiences. In any such program, several factors can enhance success. Community-based partners must be involved, flexible programs must be available for divergent rural communities, program delivery must be firmly in place, and program administration can be simplified with local on-site coordinators. (RJM)

ED 414 514 CG 027 041

Marceau, Denis Gingras, Marcelle

Delivery of Career Counseling Services: Community Access—The Role of Employers: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-74

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Canadian Studies, Career Awareness, *Career Counseling, *Career Development, Career Education, Career Guidance, Careers, *Cooperative Education, Education Work Relationship, *Experiential Learning, Foreign Countries, *Prevocational Education, *School Community Relationship,

Secondary Education, Student Development, Vocational Education, Vocational Interests
Identifiers—Canada, ERIC Digests

Despite professional counseling and courses on career choice in school, students say they are poorly prepared to meet society's challenges. This digest looks at a career counseling initiative in Canada that unites the academic world and the workplace. Clearer ties must be established between education and the workplace; in the collaboration-based, educational approach described here, employers play a central role. However, even if an employer's commitment to education is strong, the rules of the game must be spelled out at the beginning if a real partnership is to be established. It is important to set up a council made up of representatives of the various partners to oversee the partnership. It is necessary to define objectives together, to reach consensus on the common goals, and to name someone credible to manage the project. The project described here addressed two key issues: (1) developing an education resource database, and (2) giving pedagogical support to work-related educational resource experiments. Employers showed enthusiasm for the project and participating educators were happy with the collaboration and appreciated the information in the database. Furthermore, students seemed happy with the curriculum changes and showed greater interest in the classroom. (RJM)

ED 414 515 CG 027 042

Kellett, Ralph. Conger, Stuart

A Three-Tiered Model of Career Counseling Services: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-75

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Career Awareness, *Career Counseling, *Career Development, Career Education, Career Guidance, Careers, Counseling Techniques, *Counseling Theories, Foreign Countries, Individual Development, Models, Vocational Education, Vocational Interests

Identifiers—Canada, ERIC Digests

The need for lifelong career development in Canada is becoming increasingly evident as more people switch jobs. To meet this need, it has been suggested that counseling services for adults should be organized in a three-tiered structure. Such a structure would ensure that individuals have access to a counselor in accordance with their level of need. The focus of the first tier of service would be on self-exploration and career assessment. There would be a guided self-serve information system to meet widespread needs. The tier would include coached self-help, computer assistance, needs determination, group seminars, and could include special needs clients. In the second tier, more in-depth assistance would be available, such as skill training and information on entitlements. The third tier would include individual counseling where the clients clarify their inability to do what needs to be done, evaluate career strengths and barriers, examine assumptions which affect thoughts and actions, as well as active intervention with third parties, and the coaching and mentoring of clients. All three tiers could be housed in one location or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, this program could aid secondary schools. A three-tiered career development service could provide a full range of services. (RJM)

ED 414 516 CG 027 043

Bradshaw, Richard A.

Delivery of Career Counseling Services: Videodisc & Multimedia Career Interventions: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-76

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Adolescents, At Risk Persons, Canadian Studies, Career Awareness, *Career Counseling, *Career Development, Career Education, Career Guidance, Careers, *Dropout Prevention, Dropouts, Educational Environment, Foreign Countries, *High Risk Students, High Schools, *Intervention, School Holding Power, Withdrawal (Education)

Identifiers—Canada, ERIC Digests

Over one-third of high school students in Canada are dropping out of school. However, the advent of multimedia computer technology has increased the potential of career interventions, particularly for at-risk youth. This digest describes such a program entitled Knowledge for Youth About Careers (KYAC). KYAC is based on attribution change theory and self-efficacy theory. Its video scenes model career development skills like information interviewing, networking, and other strategies. In KYAC, students select one of two main characters and then follow the character as he or she ages from 17 to 28 years old by touching their chosen character's face on the computer screen. During scenes, the action stops at key points and small graphic "thought balloons" appear on the screen so as to enhance user identification with characters. Users will actively seek the information in the thought balloons. Approximately two and a half hours of interaction time is available in the main character decision sequences. In addition, 32 hours of classroom and workshop activities reinforce and provide more personal application of the skills. Some 275 youth were used to evaluate the KYAC program; it was found that students sought better ways to resolve problems with learning, math, reading, and other skills and that they discovered good reasons to finish high school, among other findings. (RJM)

ED 414 517 CG 027 044

Schulz, William E.

Evaluating Career Counseling Centers: A Collaborative Approach: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-77

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, Career Development, Career Education, Career Guidance, Careers, *Counseling Services, Counseling Techniques, Counselor Performance, *Evaluation Criteria, Foreign Countries, Institutional Evaluation, *Program Evaluation, Vocational Education

Identifiers—Canada, ERIC Digests

Professional evaluation of career counseling programs is becoming increasingly important as funding becomes more limited and accountability more pervasive. This digest describes a Canadian approach used by an outside team to evaluate seven small career counseling programs. Evaluators addressed two basic goals: appraise the effectiveness and efficiency of the services; and suggest areas of improvement and identify areas where initiatives had been taken. Eight areas were identified for review: (1) client inventories and record keeping; (2) service needs determination; (3) leadership, planning and organization; (4) client perception of employment coordination and counseling; (5) liaison with referral agencies; (6) individual and group counseling; (7) employment success rate; and (8) additional services and innovations. To decrease anxiety of the stakeholders in the centers, a collaborative approach was adopted. The evaluation then followed an eight-step procedure. The key element was a 2- to 3-day on-site visitation by the review team. Several activities were used to foster a spirit of constructive feedback. Most of the counselors wanted an evaluator present at a counseling session who could then offer suggestions. Several hours were used at the end of the on-site visit to summarize desired outcomes. The collaborative approach was found to be effective because of resulting cooperation of counselors. (RJM)

ED 414 518 CG 027 045

Hutchinson, Nancy L.

Performance Assessments of Career Development: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-78

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Ancillary School Services, Canadian Studies, *Career Counseling, *Career Development, Career Education, Career Guidance, Counseling Services, Counseling Techniques, Counselor Evaluation, Evaluation, *Evaluation Criteria, Foreign Countries, Institutional Evaluation, *Performance, *Program Evaluation, Secondary Education, Validity, Vocational Education

Identifiers—Canada, ERIC Digests

As career development becomes established in Canadian secondary schools, the pressure increases to use performance assessments to demonstrate both the effectiveness of programs and the soundness of instructional decisions. This digest examines issues surrounding performance assessments of career development programs. Performance assessments can be implemented in different ways: student performances can be judged against a set of criteria or can be evaluated by individuals other than the students' teachers, and portfolios of student work can be used to assess their understanding. Some career development programs like "Pathways" have built in performance assessments, such as application forms, simulated interviews, and other measures. Critics of such programs claim that performance assessments are too task specific, emphasizing one area rather than evaluating skills that support a wide range of performances. While proponents of performance assessments admit that they emphasize validity over reliability, recent studies have indicated that such assessments may offer useful information. But widespread implementation of performance assessments requires that counselors undertake a number of goals. They must articulate the desired outcomes of career development, state the specific requirements of performances, develop tests of performances so that they demonstrate learning, and educate others so that everyone can work together. (RJM)

ED 414 519 CG 027 046

Hiebert, Bryan

A Changing Focus in Evaluation: Linking Process and Outline: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Report No. —EDO-CG-95-79
Pub Date—1995-00-00
Contract—RR93002004
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, Career Development, Career Education, Career Guidance, Careers, Counseling Services, Counseling Techniques, *Counselor Evaluation, Counselor Performance, *Evaluation, *Evaluation Criteria, Foreign Countries, *Formative Evaluation, Program Evaluation, Program Improvement
Identifiers—Canada, ERIC Digests

Career counselors continually evaluate their work. Unfortunately, the evidence used to gauge success often is usually not considered valuative, is not documented, and cannot be used to back up claims of successful counseling. This digest outlines a new approach to evaluation. Since client-need determines counseling intervention, evaluation models must accommodate this interplay between counselor and client and between process and outcome. One such evaluation model connects long-term global impacts of counseling (job satisfactions, employability and career maturity) with immediate outcomes, client engagement in the process, and the counselor's approach. A series of loops illustrate the interactive nature of the process. Conditions like process and outcome interact in a circular fashion and certain processes foster particular types of learning. Reciprocally, the types of client skill, knowledge, and attitude can be identified. This process allows for continual appraisal of client-change intervention. Likewise, the scope of evaluation must expand to include data that counselor and clients already collect on a regular basis, such as client self-monitoring data, homework data, goal attainment scaling, and other measures. Finally, evaluation models should assess the informal observations counselors and clients use to indicate whether or not they are on the right track. A diagram illustrates the interactive nature of counseling. (RJM)

ED 414 520 CG 027 047

Busque, Guy

A Measurement Model for Employment Counseling: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CG-95-80
Pub Date—1995-00-00
Contract—RR93002004
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Canadian Studies, *Career Counseling, *Career Development, Career Education, Career Guidance, Careers, Counseling Services, Counseling Techniques, Counselor Evaluation, Counselor Performance, *Employment Counselors, Evaluation, *Evaluation Criteria, Foreign Countries, Formative Evaluation, Intervention, Job Satisfaction, Models
Identifiers—Canada, ERIC Digests

Employment counseling is a set of interventions designed to help clients identify and resolve issues in employment-related decisions. This digest examines Canada's measurement model which was designed to enhance understanding of counseling's function. The model uses four employability dimensions: (1) career/occupation decision making; (2) skills enhancement; (3) job search; and (4) employment maintenance. In theory, these dimensions are sequential. Clients should make occupational choices prior to undertaking training programs. However, counselors are expected to assist clients with any employability issue. To assess progress, results are gathered at three stages of the counseling process. In stage one, goal setting and achievement, up to nine goals can be set and measured in each of the four employability dimensions. Stage two, outcome, assesses three possible outcomes after service termination. And in the third stage, impact, indicators of impact of service on clients are measured. Although much quantitative data has been recorded, more such analysis is anticipated. Also, a better tracking system is being developed for human and financial resource allocation in order to determine if employment counseling services are cost effective. Similarly, a monitoring guide for employment counseling services is under preparation and service standards for employment counseling are being developed. (RJM)

ED 414 521 CG 027 048

Long, Bonita C.

Stress in the Work Place: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundatio., Ottawa (Ontario).
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CG-95-81
Pub Date—1995-00-00
Contract—RR93002004
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employer Employee Relationship, Employment, Foreign Countries, Intervention, Job Satisfaction, Occupational Mobility, *Occupational Safety And Health, Organizational Climate, *Quality Of Working Life, Self Management, *Stress Management, *Stress Variables, Work Attitudes, *Work Environment
Identifiers—Canada, Employee Health, ERIC Digests, *Job Stress

Although employment can be an exciting challenge, it can also induce stress. This digest examines some of the characteristics of job-related stress. Three concepts characterize the association of work, mental health, and physical health. (1) Stress is an interaction between individuals and any source of environmental demand. (2) A stressor is an object or event that the individual perceives to be disruptive. (3) Appraisals of stress are determined by the values, goals, coping strategies and other factors employees bring to the situation. A balanced understanding of work stress recognizes that employment provides rewards that are both internal and external. Some factors, such as lack of control over work, the work place, and employment status, have been identified both as sources of stress and as critical health risks. Strategies for reducing work-related stress include making working conditions less stressful, helping individuals adapt by teaching them better coping strategies, and identifying the stressful relationship between the individual or group and the work setting. Employers should recognize that sources of stress may vary from worker to worker, and that providing a solution for one worker may create stress for another worker. (RJM)

ED 414 522 CG 027 049

Bezanson, Lynne

"Quality Career Counseling Services:" A Developmental Tool for Organizational Accountability: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CG-95-82
Pub Date—1995-00-00
Contract—RR93002004
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, Career Development, Career Education, Career Guidance, Careers, *Counseling Services, Counseling Techniques, Counselor Evaluation, *Counselor Performance, Evaluation Criteria, Foreign Countries, Institutional Evaluation, Organizational Development, Organizational Objectives, Policy Formation, Program EValuation
Identifiers—Canada, ERIC Digests

Accountability in career counseling is receiving increased attention. However, few organizations have specific guidelines for the delivery of career counseling. This digest describes a workbook, developed in Canada, which furnishes a practical, valuative approach for support organizations that provide career counseling services. The procedures in the workbook are developmental and concentrate on supporting organizational and staff growth. The spirit of the workbook is to demystify policy formulation. It is designed in two parts: Part One addresses policy development, and Part Two looks at staff development. Each part begins with a self-assessment. In areas where the assessments indicate room for improvement, staff are guided step-by-step through suggested procedures for decisions. Part One focuses on policy development for the external delivery of services, whereas Part Two concentrates on human resource planning practices. Both parts promote a respect for career development of all players in an organization. Recognizing that most organizations have resource constraints, the workbook provides a framework for understanding and prioritizing critical factors in service quality. It also strongly advocates a concentration on client and service outcomes. Field tests of the workbook helped organizations identify areas in which they needed help and areas in which they were solid. (RJM)

ED 414 523 CG 027 050

Hopkins, Sareena

Marketing Career Counseling Services: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CG-95-83
Pub Date—1995-00-00
Contract—RR93002004
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Guidance, Careers, *Counseling Services, Counselors, Employment Counselors, Foreign Countries, *Marketing, Salesmanship, *Strategic Planning, Supply And Demand
Identifiers—Canada, ERIC Digests, Marketing Plans, *Marketing Strategies

At a time when career counseling services are increasingly essential, they remain marginalized and under-used. This digest explores ways in which marketing counseling services in Canada can strengthen the professional identity of career counselors and increase public acceptance of this field. Many career counselors feel that marketing corrodes professional ethics. However, it may be that limiting marketing techniques is ultimately self-defeating, resulting in the profession turning inward and becoming increasingly non-competitive. With marketing, product development of services must be based on market research, and a thorough analysis of the needs and wants of the target audience is the first step. Marketing ultimately serves to ensure that a product is addressing an identified need, is clearly defined, is accessible, and helps consumers fully understand the services offered. Marketing can support career counseling services in three ways: (1) direct service delivery, in which the provider identifies who is to be served; (2) survival insurance, in which career counselors ensure their own survival; and (3) public awareness, which would increase the value of career counseling services. By marketing services to policy makers and funders, counselors could also demonstrate how career counseling benefits these policy makers. (RJM)

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ED 414 524 CG 027 051

Ward, Valerie G.

Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-84

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Guidance, Careers, *Counseling Services, *Counselor Attitudes, Counselors, Elementary Secondary Education, Employed Women, Employment Counselors, *Females, Foreign Countries, *Guidelines, Sex Differences, Work Environment

Identifiers—Canada, ERIC Digests

The need for quality standards in career counseling and for the articulation of competencies required for practitioners delivering these services, is gaining increased attention in Canada and elsewhere. This digest outlines governmental efforts to develop guidelines for the career counseling of girls and women. Career counseling includes services and programs which facilitate individuals' development and enhances their ability to make optimal choices regarding their roles in occupational, familial, and social structures. Individuals who counsel these populations should adhere to the following guidelines: understand the assumptions underlying various theoretical approaches to the practice of career counseling; ascribe no preconceived limitations on the direction or nature of potential changes or goals in counseling women; recognize that masculine terminology reflects bias against women; be knowledgeable about support services available to women; continually gain knowledge and awareness of social, biological, and psychological influences on female development; understand that client difficulties may rest in cultural factors which limit a women's concept of self; be aware of the counselor's influence on a female client; support the elimination of sex bias within institutions and individuals; and recognize circumstances where clients will prefer a same- or opposite-sex counselor. (RJM)

ED 414 525 CG 027 052

Flynn, Robert J.

Follow-Up Evaluation of Career-Counseling Programs: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-85

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, Career Education, Career Guidance, Careers, *Counseling Services, Counseling Techniques, Counselor Performance, *Evaluation Criteria, Evaluation Methods, *Followup Studies, Foreign Countries, Measurement Objectives, *Program Evaluation

Identifiers—Canada, ERIC Digests

In this digest, "career counseling" refers to activities intended to improve individuals' ability to make career decisions. Studies have shown that career counseling helps individuals as much as well-developed psychological, educational, or behavioral interventions. But more studies are needed to explain this phenomenon; this digest surveys follow-up evaluation efforts of career counseling. The fundamental reason for conducting follow-up evaluations is the impossibility of judging the true value of such programs without the extended time perspective afforded by follow-up. Researchers should use various instruments to assess career information, such as multiple measures of the same outcome, specific measures, and global measures. Some of the major outcome domains to consider are career decision-making, effective role functioning, and evaluation of counseling. The key purposes for conducting a follow-up evaluation should be specified in advance. Follow-up evaluations are typically post hoc and so cannot be improved by the random assignment of participants to control groups. Also, multiple follow-up assessments allow a profile of program effects over time to be determined. In one follow-up study, conducted three to six months after career counseling had ended, clients rated discussions with their counselor as the single most useful component of career counseling. Follow-up assessment provides advantages that no other evaluation strategy offers. (RJM)

ED 414 526 CG 027 053

Riverin-Simard, Danielle

Career Transitions: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-86

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, *Career Counseling, *Career Development, Career Education, Career Guidance, Careers, *Counseling Services, Counseling Techniques, Foreign Countries, Individual Development, Intervention, *Transitional Programs

Identifiers—Canada, Career Unrest, ERIC Digests, *Transitional Employment

Some intervention programs have responded to the magnitude of the difficulties that career transitions present for adults. This digest examines one program which aims to improve the career adaptability of adults seeking employment. The interventional procedures outlined here are intended to accelerate vocational development by helping people complete each of their career transitions as successfully as possible. The concept of career transition adopted here is related mainly to a psycho-sociological approach and is based on four principles: (1) the transitional process is cyclical and continuous; (2) individuals must renew their relationship with the world in order to control their transitions adequately; (3) renewal of the relationship with the world of work, requires that four distinct interactional dimensions involving the person and the environment be kept in mind; and (4) redefinition of the person's relationship with the world of work is effected through a cycle of revision comprising four stages. In order to simplify this cycle of revision and thus increase the chances for successful career transitions, this program advances the idea that there must be four different educational strategies corresponding to each of the modes of Person-Environment interactions. Each of these strategies—analogical, relational, anticipation, and transactional—address specific skills and issues. (RJM)

ED 414 527 CG 027 054

Hiebert, Bryan Bezanson, M. Lynne

On the Horizon: Important Future Directions for Career Development: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CG-95-87

Pub Date—1995-00-00

Contract—RR93002004

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Development, Career Education, Career Guidance, Careers, *Counseling Services, Counseling Techniques, Counseling Theories, Counselor Performance, Evaluation Criteria, Evaluation Methods, Foreign Countries, *Long Range Planning, Measurement Objectives, *Objectives, Program Evaluation

Identifiers—Canada, ERIC Digests

Career development in Canada has been gaining prominence over the past decade. This digest outlines the principles on which career development must remain focused. First, the meaning of "career success" needs to be reconceptualized. With companies downsizing, people need to be able to view themselves as successful, despite changing circumstances. Second, people need to expand their skills to succeed in the work place, such as increasing self-motivation and recognizing opportunity in changing circumstances. Third, counselors must recognize that many people feel trapped and they need programs to help them make transitions to more meaningful situations. Fourth, the needs of older workers in retirement must be recognized, particularly with the increasing number of people nearing retirement age. Fifth, the scope and practice of career development needs to expand, while concepts of career education, career guidance, and career counseling must be updated. Sixth, alternative delivery systems should be developed so as to make career guidance accessible throughout an individual's lifespan. Seventh, the scope of practice of those working in career development will need to expand as counselors move away from traditional individual client interactions. Eighth, standards of training and service deliver must be in place to assure clients that service providers have appropriate training. And finally, evaluation approaches must be modified and more readily accepted to increase accountability. (RJM)

ED 417 372 CG 028 352

Lee, Courtland C., Ed. Walz, Garry R., Ed.

Social Action: A Mandate for Counselors.

American Counseling Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55620-213-X

Pub Date—1998-00-00

Contract—RR93002004

Note—350p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304; 800-422-2648; http://www.counseling.org (nonmember, $23.95, member, $19.95).

Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Accountability, *Change Agents, Counseling, Counseling Objectives, Counseling Techniques, *Counselor Role, Cross Cultural Studies, Cultural Awareness, Elementary Secondary Education, Public Policy, *Social Action, *Social Change, Social Environment

Identifiers—Professionalism

An increasing number of counselors are becoming agents of social change. Ways in which counselors can enter the arena of social transformation are described in this collection of 18 articles. Following an introduction: (1) "Counselors as Agents of Social Change"—Part I, which focuses on promoting diversity and challenging oppression, contains: (2) "Challenging Intolerance" (I. Grieger; J. G. Ponterotto); (3) "From Multiculturalism to Social Action" (J. A. Lewis; M. S. Arnold); (4) "Challenging Interpersonal Violence" (C. C. Lee; J. L. Brydges); (5) "Gay and Lesbian Activism: A Frontier in Social Advocacy" (B. Barret); (6) "Addressing the Need of At-Risk Youth: Early Prevention

and Systemic Intervention" (D. Capuzzi); (7) "Career: Social Action in Behalf of Purpose, Productivity, and Hope" (E. L. Herr; S. G. Niles); (8) "Combating Ageism: The Rights of Older Persons" (J. E. Myers); (9) "Spirituality as a Force for Social Change" (J. G. Miranti; M. T. Burke). Part II, "Social Action: A Focus on Assessment, Research, and Technology," presents: (10) "Fair Access to Assessment Instruments and the Use of Assessment in Counseling" (N. A. Vacc); (11) "Technology: A Force for Social Action" (J. A. Casey); (12) "The Internet as a Potential Force for Social Change" (J. P. Sampson, Jr.); (13) "Strategies for Social Change Research" (W. E. Sedlacek); (14) "Using the Knowledge Base: Outcome Research and Accountable Social Action" (T. L. Sexton; S. C. Whiston). Part III, "Social Action: A Focus on Professional Issues," features: (15) "Preparing Counselors for Social Action" (B. B. Collison; J. L. Osborne; L. A. Gray; R. M. House; J. Firth; M. Lou); (16) "Interdisciplinary Collaboration for Social Change: Redefining the Counseling Profession" (F. Bemak); (17) "Professional Counseling in a Global Context: Collaboration for International Social Action" (C. C. Lee). The text concludes with "A Summing Up and Call to Action" (C. C. Lee; G. R. Walz). Each chapter contains references. (EMK)

ED 418 339 CG 028 353

Allen, Jackie M., Ed.

School Counseling: New Perspectives & Practices.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-081-6

Pub Date—1998-00-00

Contract—RR93002004

Note—191p.; With an introduction by Norman C. Gysbers.

Available from—ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Bldg., P.O. Box 26171, Greensboro, NC 27402-6171.

Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, Career Guidance, Change Agents, Children, *Counseling Objectives, Counseling Services, *Counseling Techniques, *Counselor Role, Education Work Relationship, Elementary Secondary Education, Intervention, Program Development, Pupil Personnel Services, *School Counseling, Standards

Identifiers—Professionalism

School counselors need new ideas to initiate change in school counseling programs. This book presents a collection of innovative paradigms and approaches. Part I presents articles on techniques and methods of counseling interventions: (1) Student Rights (C. C. Hogan); (2) At-Risk Students and Violence (L. Giusti); (3) Conflict Management (D. R. Coy); (4) Learning Styles and School Counseling (C. Roels); (5) Attention Deficit/Hyperactivity Disorder and the School Counselor (P. K. Gabbard; J. M. Allen); (6) Multicultural Counseling and the School Counselor (D. T. Yagi); (7) Counseling Native Students (S. C. Greenfield); (8) Counseling for High Skills (K. B. Hoyt; J. K. Hughey; K. F. Hughey); (9) Student Transitions: Moving from Fear to Opportunity (J. Olsen; P. Crandall); (10) Stages of Adolescents and Middlescents: Working with Parents and Teens (D. Nesselhuf); and (11) Keys to Leading Successful School Groups (T. H. Fields; R. Smead). Part 2 examines program and policy development: (12) School Counselor as Change Agent in Education Reform (C. B. Sheldon); (13) School-to-Work Programs and the School Counselor (J. M. Ettinger; N. Perry); (14) Career Development and the School Counselor (L. L. Kobylarz); (15) Creating a Business Advisory Council for School Counselors (P. Schwallie-Giddis; J. M. Allen); (16) Developing a Crisis Management Plan (J. Gallagher; D. R. Coy); (17) Designing an Outcome Based School Counseling System and Program (T. R. Radd); (18) Implementing the Developmental Comprehensive School Counseling Program Model (J. Lukach); (19) Strategic Planning for School Counselors (J. Olsen; J. M. Allen); and (20) The Development of National Standards for School Counseling Programs (C. A. Dahir). Part 3 addresses school counselor professionalism: (21) Home, School, and Community Partnerships (M. E. Gehrke); (22) Writing and Publishing for the School Counselor (P. N. Wickwire); (23) Total Quality Leadership and School Counseling (R. M. Dedmond); (24) Credentialing and Certification for School Counselors (J. W. Bloom; S. Eubanks); (25) Counseling and Guidance Advisory Councils (F. Carney); (26) Developing Assessment Standards for School Counselors; (27) The Politics of School Counseling; (28) School Counseling as a Specialty Area of the Profession (P. O. Paisley; L. D. Borders); (29) The Internet as a Resource for School Counseling (E. B. Rust); (30) Assessment for Advocacy and Accountability in School Counseling (J. Gallagher); (31) ERIC/CASS Virtual Libraries: Online Resources for Parents, Teachers, and Counselors (G. R. Walz; J. C. Bleuer). (EMK)

ED 420 019 CG 028 511

Education and Learning in the Information Age: Challenges and Opportunities. Offered in Recognition of the Thirtieth Anniversary of the Educational Resources Information Center (ERIC) and the ERIC Counseling & Student Services Clearinghouse.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-082-4

Pub Date—1998-10-00

Contract—RR93002004

Note—108p.; Selected papers presented at the "Education and Learning in the Information Age" Conference (Greensboro, NC, October 16-17, 1991).

Available from—ERIC/CASS Publications, School of Education, 201 Ferguson Building, University of North Carolina at Greensboro, P.O. Box 26171, Greensboro, NC 27402-6171.

Pub Type— Books (010) — Collected Works - Proceedings (021) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Access to Information, Educational Research, *Educational Resources, Information Literacy, *Information Skills, *Interdisciplinary Approach, *Internet, Technology Transfer

Identifiers—*Information Age

A triad of educational information specialists—counselors, librarians, and educational media personnel—play a pivotal role in the acquisition, evaluation, and use of information by students across the educational spectrum. In order to explore how these specialists use information, how collaboration can draw disparate specialization areas together, and how networking between educators and the university can be promoted, the ERIC Counseling and Student Services Clearinghouse hosted a conference at the University of North Carolina at Greensboro. The "Education and Learning in the Information Age" Conference covered the following topics: (1) "Starting an Educational Process We Can't Finish" (B. Dessy); (2) "Responses to Blane Dessy's Keynote Address Setting the Context for Learning in the Information Age" (K. Wright); (3) "Media and Counseling Professionals Use of Technology" (S. T. Gladding); (4) "Running as Fast as We Can Just To Keep from Falling Too Far Behind" (R. Purdom); "Reactions by an Experienced Educator of Librarians" (M. Miller); (5) "Information-Coin of the Realm" (J. N. Lester); (6) "Libraries and Librarianship in the Information Age" (D. J. Hulbert); (7) "Teaching, Learning, Technology and Higher Education" (A. E. Uprichard); and (8) "A Summing Up and a Look to the Future" (G. R. Walz). A list of presenters is included, and ERIC and ERIC/CASS resource lists are appended. (EMK)

ED 412 506 CS 012 939

Smith, Carl B.

Vocabulary Instruction and Reading Comprehension. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-07

Pub Date—1997-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, *Reading Comprehension, Reading Improvement, *Reading Strategies, *Vocabulary Development, *Vocabulary Skills

Identifiers—ERIC Digests, *Word Knowledge

Based on the idea that word knowledge has particular importance in literate societies, this Digest finds that most people feel that there is a common sense relationship between vocabulary and reading comprehension, i.e., messages are composed of ideas, and ideas are expressed in words. The Digest considers several viewpoints on teaching vocabulary, offers some strategies for vocabulary teaching, and suggests some sources for further reading about vocabulary instruction and reading comprehension. (NKA)

ED 412 527 CS 012 961

Sanacore, Joseph

Student Diversity and Learning Needs. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-08

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diversity (Student), Elementary Secondary Education, High Risk Students, *Inclusive Schools, *Language Arts, *Literacy, Mainstreaming, Special Needs Students, *Student Needs, Teacher Role, Team Teaching, Volunteers

Identifiers—Educational Issues, ERIC Digests, *Instructional Support, *Learning Environments

To successfully reach out to a diversity of learners requires substantial support. The Digest addresses some sources of support intended as a complement to and a scaffold for teachers and administrators who experiment with different ways of meeting a diversity of learning needs. It highlights ways in which classroom teachers and learning center teachers can provide curricular congruence in language arts instruction. Similar to the intent of Curricular Congruence is the changing role of the special education teacher serving as a team teacher. This inclusionary perspective helps learners with mild, moderate, and severe disabilities to be successful in the heterogeneous classroom. An important source of support for students and teachers are parent volunteers and teacher aides, especially when they are surveyed first as to the type of help they can provide. The Digest also argues for literacy-rich classrooms and flexible technological resources, especially for disabled learners. (NKA)

ED 413 576 CS 012 965

Smith, Carl B.

Building a Strong Vocabulary: A Twelve-Week Plan for Students.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-28-X

Pub Date—1997-00-00

Contract—RR93002011

Note—194p.; Published with EDINFO Press.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; phone: 800-925-7853.

Pub Type— Books (010) — Guides - Classroom - Learner (051) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Affixes, Context Clues, Elementary Secondary Education, Higher Education, Instructional Effectiveness, *Learning Strategies, *Verbal Development, *Vocabulary Development, Word Study Skills

Identifiers—Foreign Words, Word Families

This book presents 12 strategies (focusing on one strategy a week) for students to increase vocabulary and boost communication skills, suggesting that these techniques can easily double the average person's vocabulary. After an introduction, the book presents the following 12 techniques: (1) "Expand on What You Know: Synonyms, Antonyms, and Homophones"; (2) "Build through Word Structure: Base Words and Prefixes"; (3) "Build through Word Endings: Base Words and Suffixes"; (4) "Find Related Words and Grow"; (5) "Gain Meaning from Context"; (6) "Say Exactly What You Mean"; (7) "Play the Analogies Game"; (8) "Create Word Maps and Word Webs"; (9) "Search for Treasure in Dictionaries and Thesauruses"; (10) "Learn More about Word Structure: Roots and Affixes"; "Discover Latin and Greek Word Families"; and (12) "Take a Foreign Tour: Words from Other Languages." An epilogue, "Keep Building Your Vocabulary: An Ongoing Process," is attached. (RS)

ED 413 577 CS 012 966

Thogmartin, Mark B

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success. Second Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-25-5

Pub Date—1997-00-00

Contract—RR93002011

Note—212p.; Foreword by Jim Trelease. Published with EDINFO Press. For the first edition, see ED 392 036.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Beginning Reading, *Childrens Literature, Childrens Writing, Early Childhood Education, Early Reading, Home Study, Individual Instruction, *Parent Child Relationship, *Parent Participation, Parent Role, Phonics, Reading Aloud to Others, Reading Motivation, *Reading Writing Relationship, Young Children

Identifiers—*Trade Books

This guide shows parents how to combine story reading, phonics, and writing to help their children develop into skilled and motivated readers. The guide discusses how to prepare children for reading success; how to use children's literature to promote learning and enjoyment; why combining book experiences and phonics is better than using either approach alone; ways to use writing to enhance children's reading progress; why reading aloud is important; and which books to use and where to find them. Chapters in the guide are: (1) "The "Great Debate"; (2) "Acquiring Language and Learning To Read"; (3) "Early Readers: What Can They Teach Us?"; (4) "What Works? One Successful Program"; (5) "Using 'Real Books' in Your Program"; (6) "Preparing for Formal Lessons"; (7) "Book Reading and Strategy Development"; (8) "Learning about Letters, Sounds, and Words"; (9) "Story Writing in the Reading Lesson"; and (10) "Putting It All Together: A Sample Lesson." Contains 34 references. Appendixes present a 600-item bibliography of children's trade books and a special note for Christian educators. (RS)

ED 413 605 CS 216 075

Andrews, Sharon Vincz. Ali, Cynthia D.

Teach Your Children Values: 95 Things Parents Can Do!

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-24-7

Pub Date—1997-00-00

Contract—RR93002011

Note—133p.; Published with EDINFO Press.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Children, Childrens Literature, Elementary Secondary Education, *Ethical Instruction, *Individual Development, Learning Activities, *Moral Development, *Moral Values, Parent Child Relationship, *Parents as Teachers, Social Values

Identifiers—Trade Books

This book offers ideas to help parents teach positive values to their children. The book suggests ways to teach children to have the courage to tell the truth; to understand the value of hard work and persistence; and to make positive contributions to their community, their country, and their world. It includes four sections on helping children grow into successful individuals, family members, students, and citizens. The book contains 95 activities and lists of carefully selected popular, award-winning children's books which offer positive learning experiences so that children can cultivate important character traits and values, such as honesty, persistence, appreciating the value of hard work, and avoiding stereotypes. (CR)

ED 413 606 CS 216 076

Cotton, Eileen Giuffre

The Online Classroom: Teaching with the Internet. Third Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-29-8

Pub Date—1998-00-00

Contract—RR93002011

Note—259p.; Published with EDINFO Press. For the second edition, see ED 400 577.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Class Activities, Educational Games, Electronic Mail, Elementary Secondary Education, *Information Seeking, Instructional Innovation, *Internet, *Language Arts, Lesson Plans, Teaching Methods

Identifiers—*Technology Mediated Interactive Learning

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The first section of the book (chapters 1-6) deals with the programs needed to use the Internet, as well as 100 great web sites for teachers, how to manage the Internet classroom, and how to search the Internet effectively and easily. The second section (chapters 7-16) contains lessons with clearly stated goals, rationales, objectives, procedures, and evaluation guidelines. New to the third edition are reproducible Black Line Masters and Evaluation Rubrics that consider each aspect of the activity. After a matrix of contents and an introduction to the basics, chapters in the book are: (1) "The World Wide Web"; (2) "A Wealth of Web Sites"; (3) "Using the Internet for Teaching—Rules for the Road"; (4) "Searching on the Web—Directories and Search Engines"; (5) "Developing and Designing a Web Site"; (6) "The Past, Present, and Future of the Web"; (7) "E-pals and Keypals"; (8) "A Whale of a Time!"; (9) "The CyberNews"; (10) "The ABCs of Canada"; (11) "Virtually Together in D.C."; (12) "Get a Job!"; (13) "A Book an Hour"; (14) "The Ambassador to Mexico WebQuest"; (15) "The Games People Play"; and (16) "Just for the Little Kids." Contains a 28-item list of selected Internet books and a 37-item abridged glossary of Internet terms. (RS)

ED 414 580 CS 216 100

Alex, Nola Kortner

Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-98-01

Pub Date—1998-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Environment, *Cooperative Learning, Elementary Education, *Journalism, Student Developed Materials, *Student Development, *Student Publications, Teacher Role, *Writing Skills

Identifiers—*Adviser Role, Collaborative Writing, ERIC Digests, Scholastic Journalism

This Digest recounts the varied experiences, for both elementary school students and teachers, of producing a classroom newspaper. In the particular instance discussed in the Digest, for the students, it was a chance to collaborate with their peers, to pursue their own special interests, and to see their work published. For the teacher-adviser, it was a chance to watch the students put the newspaper together bit by bit, appreciate the newspaper when it is printed, and wait for the audience's reaction when they read it. Also presented are eight basic guidelines for creating a student newspaper. (NKA)

EA

ED 412 592 EA 028 448

Lashway, Larry

Leading with Vision.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-138-7

Pub Date—1997-00-00

Contract—RR93002006

Note—156p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (Code No. EMOLWV; $13.50; add 10 percent, or $4 minimum, for postage and handling; quantity discounts).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, *Institutional Mission, *Mission Statements, *Organizational Development, *Organizational Objectives, Policy Formation, School Policy

The idea that organizations should have sense of their direction is a relatively new concept. The problem is that the concept of vision has always been ambiguous. This book clarifies the issues surrounding vision by providing a base conceptual

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framework for developing a school vision. Chapter 1 examines the nature and content of vision, explains why it is important, and outlines the leader's role in developing it. Chapter 2 examines the knowledge, skills, and attitudes that lead to personal vision. The third chapter describes a preliminary readiness check and discusses two strategic decisions that shape the direction of the vision process: Who will lead? Who will participate? Chapter 4 examines the experience of schools whose visions did not come from a carefully orchestrated plan and provides some guidelines for a more systematic process. The fifth chapter examines two major components of the vision-institutionalization process: (1) realigning structures to support the vision; and (2) integrating the vision into the school's culture. Strategies for adapting to change (creating a learning organization) are offered in the final chapter. The book includes group exercises, three sample surveys, and an appendix that contains sample mission and vision statements. (Contains 100 references.) (LMI)

ED 412 649 EA 028 727

McChesney, Jim

Renewing Schools.

ERIC Clearinghouse on Educational Management, Eugene, OR.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (single copies, $2.50; bulk orders, 10 or more, $2 each; Virginia residents add 4.5% sales tax).

Journal Cit—Research Roundup; v14 n1 Fall 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Administration, *Educational Change, *Elementary Secondary Education, Low Income Groups, Minority Groups, *Partnerships in Education, *Political Influences, Program Evaluation, *Readiness, *School Restructuring, Urban Schools

Identifiers—*Reform Efforts

This publication reviews works on educational reform that represent attempts to do more than merely respond in knee-jerk fashion to political pressure for reform. Bruce Joyce and Emily Calhoun, in "Learning Experiences in School Renewal: An Exploration of Five Successful Programs" (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1996) look at case studies of diverse districts across the nation that have made dramatic improvements in student learning through synergistic combinations of well-implemented programs. In "An Ethnographic Snapshot of a Successful Elementary School in Educating Low Income Minority Children" (Missouri City, Texas: Executive Steering Team Achievement Gap Task Force Group, Fort Bend Independent School, 1996), James M. Wolf reports on a study of an elementary school's success with low-income minority students. "The Vermont Restructuring Collaborative" (Brandon, Vermont: Holistic Education Press, 1994) examines the weaknesses of traditional public education and the testimony of educators who have seen reforms that work. Lew Allen and Barbara Lundsford, in "How To Form Networks for School Renewal" (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1995), offer practical suggestions on how educators can form partnerships with other schools that lead to more effective teaching. Robert E. Slavin, in "Sand, Bricks, and Seeds: School Change Strategies and Readiness for Reform" (Baltimore, Maryland: Johns Hopkins University, 1997), analyzes several reform theories and their relation to schools' readiness for reform. (SLD)

ED 413 646 EA 028 731

Colker, Laura J., Ed.

Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.

DynEDRS, Inc., Springfield, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R96008001

Note—416p.

Available from—ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; phone: (800) 443-ERIC.

Pub Type— Information Analyses (070) — ERIC Publications (071)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Alcohol Education, Bilingual Education, *Child Welfare, Early Parenthood, Economically Disadvantaged, Elementary Secondary Education, Federal Government, Federal Programs, *Limited English Speaking, *Poverty, *Pregnant Students, *Special Needs Students, *Substance Abuse

Identifiers—*ERIC

Founded by the federal government in 1966 as an educational research documentation network, the Educational Resources Information Center (ERIC) has evolved in both scope and philosophy over the past years. This publication is a tribute to the ERIC program as it enters its fourth decade. The contents, which were chosen to chronicle the progress of educational development, focus on how the public schools, as agents of change, have adapted over time to selected societal trends. The volume presents documents dealing with four social trends that have occupied much of professional literature during the past 30 years: the increase in children and families living in poverty; the influx of children and families whose home language is not English; the "epidemic" rise in teen pregnancy and parenthood; and the widespread use of tobacco, alcohol, and other drugs by children at younger ages. The volume is divided into five sections. Each of the first four sections deals with one of the four societal trends. Each section contains an overview of the ways in which schools have responded over time to the trend in question, and highlights key elements that distinguish responses and approaches. At the heart of each section are the ERIC documents, which offer first-hand insight into how the schools have reacted, and which reflect the societal and educational mores of the times. The fifth section is a summary of the major themes. A list of additional ERIC readings pertaining to the subject areas is included. (LMI)

ED 414 615 EA 028 349

Irmsher, Karen

School Size. ERIC Digest, Number 113.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EA-97-5

Pub Date—1997-07-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207, University of Oregon, Eugene, OR 97403-5207.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Environment, Elementary Secondary Education, Enrollment, *Outcomes of Education, School Culture, *School Size, *Small Schools, *Student Participation

Identifiers—ERIC Digests

The decades following the 1960s saw an increase in the size of American schools and classrooms. However, recent research indicates that large schools do not work for minority and low-income students, tend to hurt attendance and student participation, and are not necessarily cost efficient. This digest summarizes the results of various studies that examined whether large schools have produced greater academic success at a lower cost; the ways in which small schools benefit students, parents, and teachers; and the need for establishing a collective school identity in conjunction with downsizing. Education experts recommend an enrollment of anywhere from 300 to 900 students and that schools-within-schools are a first step toward restructuring. (Contains 9 references). (LMI)

ED 414 633 EA 028 809

Striving for Excellence: The National Education Goals. Volume III.

ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RK95188001

Note—193p.; For volume II (1994), see ED 363 932.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, Adult Literacy, *Educational Objectives, Elementary Secondary Education, Federal Government, Graduation, High Risk Students, Mathematics Achievement, *Performance, School Readiness, School Safety, Science Instruction, Substance Abuse

Identifiers—ERIC Digests, *Goals 2000, National Education Goals 1990

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). As part of the National Library of Education, ERIC maintains the largest education database in the world. This document consists of 82 ERIC Digests, which are 2-page research syntheses written by each of the 16 Clearinghouses that form the ERIC system. The digests in this volume provide an overview of issues, programs, and research related to the National Education Goals. They are grouped into eight sections corresponding to the goals and are organized alphabetically within each section. The introduction provides a history of the development of the National Education Goals and the passage of the Goals 2000: Educate America Act. It also describes the ways in which states are spending federal funding to achieve the national goals and summarizes findings of the National Education Goals Panel's "1996 Goals Report," which concluded that the nation has advanced significantly in five areas and faltered in eight. References accompany each digest. (LMI)

ED 414 657 EA 028 851

Lashway, Larry

Measuring Leadership.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002006

Note—5p.

Available from—National Association of Elementary School Principals, Educational Products, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; quantity discounts).

Journal Cit—Research Roundup; v14 n2 Win 1997-98

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, Administrator Selection, Elementary Education, *Evaluation Criteria, Job Performance, *Leadership, *Measurement Techniques, *Principals, Professional Development

Principals have two reasons to wonder about the whole concept of leadership. First, they are responsible for identifying leadership in others; and second, they must be analytical and reflective about their own capabilities. Consequently, there is always demand for valid and reliable measurement of leadership qualities. This issue reviews recent

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publications that address issues involved in measuring and evaluating leadership. The publications are: (1) "Measurements of Personality and Leadership: Some Relationships" (Frederick C. Wendel, Allan H. Schmidt, and James Loch); (2) "Assessing Leadership and Measuring Its Effects" (Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy); (4) "Performance Appraisal and Selection of School Leaders: Selection Processes and Measurement Issues" (Kenneth Leithwood, Paul T. Begley, and J. Bradley Cousins); and (5) "Using Multi-Raters in Superintendent Evaluation" (Richard P. Santeusanio). (LMI)

ED 415 570 EA 028 825

Isaacson, Lynne

Student Dress Policies. ERIC Digest, Number 117.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EA-98-1

Pub Date—1998-01-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, Compliance (Legal), Constitutional Law, *Dress Codes, *Due Process, Elementary Secondary Education, Juvenile Gangs, Legal Problems, *Public Schools, *School Policy, School Security, Social Control, *Student Rights

Identifiers—ERIC Digests, *School Uniforms

Educators and the public are divided over the value of implementing school-uniform policies in the public schools. This digest examines arguments for and against school-uniform policies, identifies legal considerations, and offers guidelines for implementing policies on student dress. Most parents have responded favorably to uniform policies, while children's attitudes vary. The legal issues involve First Amendment claims and liberty claims. Experts recommend that policymakers address three key questions: Are the requirement legally defensible/ Do they actually restore order? Are less restrictive dress codes a better alternative? For example, policymakers can consider five alternatives ranging from least to most restrictive: (1) Do not institute a dress code; (2) institute a dress code that outlines general goals, and let principals and local school officials formulate and implement policy at the grass-roots level; (3) institute an itemized dress code that will be applied throughout the district; (4) authorize a voluntary uniform policy; and (5) authorize a mandatory uniform policy with or without a clearly defined opt-out provision. The policymakers should decide whether to let schools choose their own uniforms and whether to offer financial help to low-income families. (Contains 10 references.) (LMI)

ED 419 265 EA 028 965

Lashway, Larry

Teacher Leadership.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (single copies, $2.50; $2 each on orders of 10 or more; Virginia residents add 4.5% sales tax).

Journal Cit—Research Roundup; v14 n3 Spr 1998

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Book Reviews, Elementary Secondary Education, Faculty Development, *Leadership, Principals, *Professional Development, *Teachers

Identifiers—*Teacher Leaders, *Teacher Leadership

Ways in which teachers and principals respond to changing leadership roles and some practical steps that principals can take to support leadership are discussed in this article review. It focuses on five papers that explore educators' roles, offering advice on how to respond to changing expectations. "When is New: A Plan of Action" (A. W. Hart) examines ways that teacher leadership changes the principal's traditional duties. "Awakening the Sleeping Giant: Leadership Development for Teachers" (M. Katzenmeyer and G. Moller) suggests that teacher leadership can play a significant transformative part in K-12 schools, and that such teacher leaders are classroom-centered leaders who concentrate on teaching and learning rather than on organizational "nuts and bolts." "Effects of Teacher Leadership on Their Teaching Practice" (M. N. Ovando) surveyed 25 teachers who revealed that leadership roles demanded time that used to be devoted to planning periods and other free moments. "Supports and Barriers to Teacher Leadership: Reports of Teacher Leaders" (L. F. Zinn) presents research showing that the new leadership role can be difficult for teachers to master and that support is crucial to the process, such as a strong network of colleagues and administrator support. "Teacher Leaders and Their Principals: Exploring the Development of New Working Relationships" (M. A. Smylie and J. Conyers) states that once teachers assume a leadership role, they must redefine their relationship with the principal in order to reduce any role ambiguity. (RJM)

ED 420 092 EA 028 854

Hadderman, Margaret

School Productivity. ERIC Digest, Number 119.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EA-98-3

Pub Date—1998-02-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Accountability, Educational Economics, *Efficiency, Elementary Secondary Education, Outcomes of Education, *Productivity, *Resource Allocation, School Administration, *School Effectiveness, School Responsibility

Identifiers—ERIC Digests

Some of the issues surrounding school productivity are discussed in this ERIC digest. It presents the results of early research that explored whether there is a relationship between educational funding and student outcomes. Some of the reasons behind schools' productivity problems are presented, including problems with unstable governance and the disproportionately high salaries being paid to veteran teachers. Overall, research suggests that most schools spend 60 percent of funds for direct instruction and about 40 percent for support services. The report suggests that should productive schools have a clear, objective function with measurable outcomes; incentives linked to success; efficient access to information; adaptability; and use of cost-effective technologies. Additional research regarding productive schools shows that math scores were positively tied to lower student-teacher ratios and to expenditures on instruction and school-district administration. Some of the practical strategies that schools can employ include reducing noninstructional expenditures, restructuring the instructional program, focusing on clear outcomes, and attracting new teachers. (RJM)

ED 420 897 EA 028 962

Lashway, Larry

Creating a Learning Organization. ERIC Digest, Number 121.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EA-98-5

Pub Date—1998-04-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Educational Environment, Educational Innovation, Elementary Secondary Education, Faculty Development, *Lifelong Learning, Organizational Objectives, *Professional Development, *Teacher Education

Identifiers—ERIC Digests, *Learning Communities, *Learning Organizations

According to some theorists, schools that dedicate themselves to systematic, collaborative problem-solving can continually develop and implement new ideas — becoming what is called learning organizations. Ways in which schools accomplish this transformation are discussed. Although many researchers have failed to find schools that actually become learning organizations, some investigators have begun to identify schools in which entire faculties have gained proficiency in new forms of instruction. The research has shown how schools that focused on several models of teaching, using a strong research base that included cooperative learning, concept-attainment, and synectics, were able to elevate staff learning, motivated in part by data that reveal their level of success or failure. Some studies have also pointed to changes in the workplace as a key to successful organizational learning, documenting the importance of schools providing time for teachers to reflect together. But most important is the degree to which principals and superintendents can envision themselves as "learning leaders," thereby allowing learning to become a collaborative, goal-oriented task and their organizations to be viewed as learning communities, for faculty as well as for students. (RJM)

EC

ED 414 659 EC 305 851

Brownell, Mary

Coping with Stress in the Special Education Classroom: Can Individual Teachers More Effectively Manage Stress?. ERIC Digest #E545.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-95-8

Pub Date—1997-08-00

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Coping, *Disabilities, Elementary Secondary Education, Expectation, *Professional Autonomy, *Self Efficacy, Special Education, *Special Education Teachers, *Stress

Management, Teaching Conditions, Work Attitudes

Identifiers--ERIC Digests, *Stress (Biological)

This digest discusses why special education teachers may become stressed by role overload and lack of autonomy, and presents strategies for successfully managing stresses related to teaching. Strategies include: (1) setting realistic expectations; (2) making distinctions between job and personal life; (3) finding ways to exercise professional discretion and increase autonomy by evaluating each aspect of the job and determining changes to improve the environment that can be reasonably made; (4) not expecting praise from the boss and looking for alternative sources of reinforcement, such as students, colleagues friends, or parents; (5) increasing efficacy by keeping records of student progress to receive direct feedback on efforts; and (6) developing personal coping strategies, particularly active coping strategies. The digest highlights direct active coping strategies, including changing the source of the stress, confronting the source of the stress, and adopting a positive attitude. Indirect strategies that rely on activities known to reduce stress are also discussed, including talking about the source of stress, changing the way the source of the stress is perceived, getting involved in activities that are unrelated to school issues, and altering diet to reduce stress. (Contains 14 references.) (CR)

ED 414 666 EC 306 011

Pollack, B. J.

Educating Children Who Are Deaf or Hard of Hearing: Additional Learning Problems. ERIC Digest #E548.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-96-3

Pub Date—1997-08-00

Contract—R193002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Deafness, *Developmental Delays, *Disability Identification, *Educational Strategies, Elementary Secondary Education, Emotional Disturbances, Evaluation Methods, *Hearing Impairments, Interdisciplinary Approach, *Learning Disabilities, Remedial Instruction, Student Evaluation

Identifiers—ERIC Digests

This digest discusses the occurrence of other disabilities which, in combination with diminished hearing, can create additional learning problems for children with hearing impairments. Topics on educational strategies for these children address: (1) the prevalence of other disabilities in children with hearing loss, including learning disabilities, intellectual disabilities, and emotional/behavioral disabilities; (2) the characteristics of children with hearing impairments who also have other disabilities, such as displaying inappropriate behaviors that interfere with learning, delays in development across all areas of learning with limited problem-solving abilities and lowered adaptive or functional skills, and displaying specific learning deficits; (3) the identification of additional learning problems; (4) the role of an interdisciplinary team in determining additional disabilities; (5) questions to ask in deciding whether or not to refer a child with hearing impairments for an evaluation; and (6) common strategies used to help these students. For students with additional learning problems that include severe lack of vocabulary and simple syntax knowledge, work using pictures and picture symbols to support speech and/or signs is recommended. For those students who display characteristics more commonly associated with processing or understanding of sound, aural/oral remediation techniques used to improve listening skills are recommended. (Contains 14 references.) (CR)

ED 414 667 EC 306 012

Easterbrooks, Susan

Educating Children Who Are Deaf or Hard of Hearing: Overview. ERIC Digest #E549.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-96-4

Pub Date—1997-08-00

Contract—R193002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), Children, *Communication Skills, *Deafness, *Disability Identification, Elementary Secondary Education, *Hearing Impairments, *Incidence, Interpersonal Communication, Sign Language, Student Placement, Total Communication

Identifiers—ERIC Digests

This digest discusses hearing loss in children. Topics covered include: (1) the causes of hearing loss and the three major types of hearing losses, conductive loss, sensorineural loss, and central auditory processing disorder; (2) the federal definitions of "deaf" (hearing loss which adversely affects educational performance and which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification), "hard of hearing" (hearing loss that adversely affects a child's educational performance but which allows the child access to some degree of communication with or without amplification), and "Deaf" with a capital "D" (refers to those individuals with hearing losses who identify themselves with the Deaf Culture); (3) the incidence of hearing loss; (4) the signs of hearing loss, including attention problems, lack of vocal interactions or reduced vocal interactions, frustration with school and others, or low grades or a drop in grades; (5) different communication strategies of children with hearing loss, including the auditory-oral philosophy, cued speech, English-based sign systems, the bilingual-bicultural philosophy, total communication, and cochlear implants; (6) the different education settings for children with hearing impairments; and (7) the different types of technology available for people with hearing impairments. Contains 10 references. (CR)

ED 414 668 EC 306 013

Eccarius, Malinda

Educating Children Who Are Deaf or Hard of Hearing: Assessment. ERIC Digest #550.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-96-5

Pub Date—1997-08-00

Contract—R188062007

Note—4p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Diagnosis, *Deafness, Elementary Secondary Education, Evaluation Problems, *Examiners, *Hearing Impairments, Norm Referenced Tests, *Performance Factors, Qualifications, Standards, *Student Evaluation, *Testing Problems

Identifiers—*ERIC Digests

This digest discusses the assessment of children who are deaf or hard of hearing. Topics addressed include: (1) the purpose of an assessment of children who are deaf or hard of hearing; (2) problems associated with assessment, including the diagnostician's lack of experience with the deaf population, communication problems, tests that are normed on typical children, interpretation of test results, and assessments carried out in isolation; (3) qualifications for the examiner who conducts such an assessment, including credentials to administer formal tests used in the assessment, familiarity with the effects of hearing loss on test and classroom performance, experience with intervention with children who are deaf or hard of hearing, the ability to communicate effectively with the child, parents, and teachers, and access to previous assessment and educational information relating to the child being tested; (4) the benefits of assessment; (5) the limitations of assessment; and (6) questions that need to be asked during the assessment, including why the assessment is being done and how results will be used, how environmental and other factors influence the assessment, how findings of other diagnosticians fit with these test results, and what community resources are available to implement the recommendations from the assessment. Contains 11 references. (CR)

ED 414 669 EC 306 014

Stone, Patrick

Educating Children Who Are Deaf or Hard of Hearing: Auditory-Oral. ERIC Digest #E551.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EC-96-6

Pub Date—1997-08-00

Contract—R193002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assistive Devices (for Disabled), *Auditory Training, Children, *Deafness, Elementary Secondary Education, Hearing Aids, *Hearing Impairments, Outcome Based Education, Parent Participation, Program Evaluation, *Speech Skills, *Verbal Communication

Identifiers—Cochlear Implants, ERIC Digests

This digest provides an overview of the auditory-oral approach used for developing communication skills in children who are deaf or hard of hearing. The approach is based on the fundamental premise that acquiring competence in spoken language is a realistic goal for children who are deaf or hard of hearing and is best developed in an environment in which spoken communication is used exclusively in the home and the classroom. The digest includes information on: (1) the elements of the auditory-oral approach that are critical to its success, including parent involvement, appropriate amplification (hearing aids or cochlear implants), consistent quality speech training to develop speech production skills, developmentally appropriate language instruction, and a range of placement options; (2) the ability of most children with hearing loss to benefit from an auditory-oral approach; (3) the benefits of an auditory-oral approach, including being able to communicate directly with a wide variety of individuals; (4) the limitations of the auditory-oral approach, including problems of auditory functioning, language processing, and different learning styles; and (5) questions to ask before choosing a program or school, such as whether the school/program offers parent education and support and has a full range of placement options. (CR)

ED 414 670 EC 306 015

Goldberg, Donald

Educating Children Who Are Deaf or Hard of Hearing: Auditory-Verbal. ERIC Digest #E552.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Report No. —EDO-EC-96-7
Pub Date—1997-08-00
Contract—RI93002005
Note—4p
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Auditory Training, Children, Deafness, *Early Intervention, Elementary Secondary Education, Hearing Aids, Hearing Impairments, *Inclusive Schools, Mainstreaming, Outcome Based Education, Parent Participation, Program Evaluation, *Speech Skills, *Verbal Communication
Identifiers—ERIC Digests

This digest presents an overview of the auditory-verbal approach to teaching communication skills to children who are deaf or hard of hearing. The goal of auditory-verbal practices is for children who are deaf or hard of hearing to grow up in "typical" learning and living environments that enable them to become independent, participating, and contributing citizens in an inclusive mainstream society. The principles of auditory-verbal practice are identified and include: (1) working toward the earliest possible identification of hearing loss; (2) seeking the best available sources of medical treatment and technological amplification of sound; (3) helping the child understand the meaning of any sounds heard; (4) helping the child learn to respond and to use sound; (5) using the parents as the most important models for learning speech and spoken communication; (6) working to help children develop an inner auditory system; (7) knowing how children with normal hearing develop and using this knowledge to help children with hearing impairments; (8) observing and evaluating the child's development in all areas; and (9) helping children participate educationally and socially with typical children. The benefits and limitations of this program, and questions to ask before choosing this option are also discussed. (CR)

ED 414 671 EC 306 016

Baker, Sharon Baker, Keith

Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-96-8
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Sign Language, Biculturalism, *Bilingual Education Programs, Bilingualism, Cultural Awareness, Cultural Influences, *Deafness, *Educational Strategies, Elementary Secondary Education, *Hearing Impairments, *Language Acquisition, Second Language Learning, Visual Learning
Identifiers—*Bilingual Bicultural Model, ERIC Digests

This digest presents information on bilingual-bicultural education for children who are deaf or hard of hearing. The premise of bilingual-bicultural education is that all children who are deaf or hard of hearing should develop communicative competency and that they need to be bilingual in order to function successfully in the family, school, and society. Education programs that follow the bilingual-bicultural philosophy are described as ones that work with parents/caregivers to help them realize the special linguistic, educational, and social needs of their children who are deaf and the importance of early language acquisition. Bilingual-bicultural programs are different from other programs most notably by their approach to first language acquisition. These programs are characterized by the advocating for American Sign Language (ASL) to be the first language of children who are deaf and the belief that that when signing ASL one should not attempt to speak English. Bilingual-bicultural education proponents believe children with deafness are visual learners and should not be mainstreamed into regular education programs but should be in environments that provide full communicative access to the curriculum. The digest discusses the benefits and limitations of the bilingual-bicultural options and questions parents should ask in choosing bilingual-bicultural programs. (CR)

ED 414 672 EC 306 017

Laughton, Joan

Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #E554.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-1
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventitious Impairments, Audiology, *Deafness, Decision Making, Elementary Secondary Education, Language Acquisition, Outcomes of Treatment, *Partial Hearing, *Prostheses, Surgery, Young Children
Identifiers—*Cochlear Implants, ERIC Digests, Speech Intelligibility

This digest uses a question-and-answer format to summarize issues in the use of cochlear implants (an array of electrodes surgically implanted into the cochlea) with deaf or hard-of-hearing children. It describes the implants and summarizes the research on the effectiveness of the devices, which indicates that the devices are most effective in cases of post-lingual deafness. The population who are candidates for this technology is identified, noting that candidacy criteria are becoming broader to include some children with residual hearing. Benefits of cochlear implants are listed, such as increased capacity for spoken language acquisition, improved behavior, and increased intelligibility of speech. Possible limitations of implants are also considered and parents are provided with a list of questions to ask when considering the cochlear implant option. (Contains 15 references.) (DB)

ED 414 673 EC 306 018

Caldwell, Barbara

Educating Children Who Are Deaf or Hard of Hearing: Cued Speech. ERIC Digest #E555.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-2
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Disorders, *Cued Speech, *Deafness, Decision Making, Early Childhood Education, Lipreading, *Partial Hearing
Identifiers—ERIC Digests

This digest uses a question-and-answer format to summarize basic information about the use of Cued Speech (a sound-based hand supplement to speechreading) with children who are deaf or hard of hearing. Cued speech is briefly explained, noting its primary use with hearing families of young children who are deaf and in regular education classrooms when those children enter school. A listing of other groups who may use Cued Speech includes families and professionals working with children with autism, Down Syndrome, deaf-blindness, cerebral palsy, auditory processing deficits, and severe physical disabilities. Benefits and limitations of Cued Speech are briefly addressed. Benefits include ease of learning, reinforcement of speech therapy, and improved speechreading. Among limitations of Cued Speech mentioned are reliance on speechreading, the insufficient number of Cued Speech transliterators, and the individual's need to also learn American Sign Language to communicate with the Deaf community. A list of questions is provided for parents considering Cued Speech as a communication option. (Contains 13 references or resources.) (DB)

ED 414 674 EC 306 019

Gustason, Gerilee

Educating Children Who Are Deaf or Hard of Hearing: English-Based Sign Systems. ERIC Digest #E556.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-3
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Sign Language, Communication Skills, *Deafness, Decision Making, Early Childhood Education, English, Grammar, *Manual Communication, *Partial Hearing, *Sign Language, Syntax, Young Children
Identifiers—Deaf Culture, ERIC Digests, Seeing Essential English, *Signed English, Signing Exact English

This digest uses a question-and-answer format to summarize basic information about the use of English-based sign systems with children who are deaf or hard of hearing. English-based sign systems are explained as using the vocabulary of American Sign Language (ASL) with the grammatical and syntactical features of English. These systems include Signed English, Seeing Essential English, and Signing Exact English. The paper notes wide use by hearing parents and educators who wish to expose the child to English but negative attitudes by many Deaf adults who view such systems as a denial of Deaf culture. Benefits of this option are also identified, including increased access to English during the language learning years. Among limitations noted are the danger of signing only parts of a spoken message, resulting in incomplete English that fits neither English or ASL syntax. Parents are offered a list of questions to consider before choosing this communication option. (DB)

ED 414 675 EC 306 020

Nowell, Richard Innes, Joseph

Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #E557.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-4
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Deafness, Decision Making, Elementary Secondary Education, *Inclusive Schools, Mainstreaming, *Partial Hearing, Peer Relationship, Preschool Education, Social Integration, Special Schools, *Student Placement, *Student Rights
Identifiers—ERIC Digests

This digest uses a question-and-answer format to summarize basic issues about the inclusion of children who are deaf or hard of hearing in classrooms with normal hearing students. It briefly reviews the history of the inclusion movement and identifies two general positions in the debate: (1) that all students have the right to go to school with their nondisabled peers, and (2) that all students with disabilities should go to regular schools, the "full inclusion" position. Parents are reminded that inclusion is an option, that their child has a right to inclusion (despite possible resistance by school authorities), but that inclusion might not be appropriate for all children with hearing losses. Identified among the benefits of inclusion are: being able to live at home, opportunities for communication with the hearing world, opportunities for learning the standards of the hearing world, and availability of a wider range of academic or vocational programs. The identified limitations of inclusion are: the potential for isolation from teachers and peers, fewer opportunities for direct instruction, limited opportunities for direct interaction with peers and professional support staff, and limited availability and quality of support staff. Parents are provided with suggestions about questions to consider before choosing the inclusion option. (DB)

ED 414 676 EC 306 021

Gilliam, Judith; Easterbrooks, Susan

Educating Children Who Are Deaf or Hard of Hearing: Residential Life, ASL, and Deaf Culture. ERIC Digest #558.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-5
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Sign Language, *Deafness, Decision Making, Elementary Secondary Education, *Grouping (Instructional Purposes), *Partial Hearing, *Residential Schools, Social Integration, *Special Schools, *Student Placement
Identifiers—*Deaf Culture, ERIC Digests

This digest uses a question-and-answer format to address some issues in the possible choice of a residential school for children who are deaf or hard of hearing. The importance of the residential school experience in the context of Deaf culture is addressed, as are other issues such as characteristics of students attending residential schools and how the residential school helps a deaf individual become a member of the Deaf culture. Benefits of residential school placement are identified, including providing the student with a sense of belonging, ability to group students homogeneously, and exposure to deaf adults. Limitations of residential placement are also noted, such as separation from family and the mainstream culture, and a less rigorous curriculum. (DB)

ED 414 677 EC 306 022

Hawkins, Larry; Brawner, Judy

Educating Children Who Are Deaf or Hard of Hearing: Total Communication. ERIC Digest #559.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-97-6
Pub Date—1997-08-00
Contract—RI93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), *Communication Skills, *Deafness, Decision Making, Elementary Secondary Education, Interpersonal Communication, *Manual Communication, *Partial Hearing, *Speech Communication, *Total Communication
Identifiers—ERIC Digests

This digest uses a question-and-answer format to address issues that parents should consider when thinking about the total communication (TC) approach for a child who is deaf or hard of hearing. Total communication is explained as the use of any/all modes of communication (manual, oral, auditory, and written) depending on the needs of the child. Use of TC by hearing parents and teachers usually involves combining speaking and signing. Benefits of the TC approach are noted, such as its ability to open all avenues and modes of communication for the deaf child and its demonstrated effectiveness in fostering the child's psychosocial, linguistic, and academic development. Limitations of TC include poor results when inadequately implemented, problems arising from the inherent differences between spoken and visual communication, and difficulties in individualization. Parents are provided with a list of questions to ask before choosing the total communication option. (Contains 10 references.) (DB)

ED 414 683 EC 306 028

Ensign, Jacque

Homeschooling Gifted Students: An Introductory Guide for Parents. ERIC Digest #543.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-95-6
Pub Date—1997-12-00
Contract—RI93002005
Note—4p.; For a related ERIC Mini-Bib, see EC 306 028.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Home Schooling, *Parents as Teachers
Identifiers—ERIC Digests

This digest is intended to provide basic information on homeschooling for parents of gifted children considering this option. Challenges and opportunities of home schooling are identified and include a large time commitment, expenses of educational resources, flexibility in providing the student with academic challenges, social considerations (offers suggestions for meeting social needs) and legal considerations (notes variations in specific state requirements regarding homeschooling). The paper briefly describes different approaches to homeschooling, resources available to develop or assess the quality of a homeschool curriculum, data on the academic performance of homeschoolers, planning for college, and sources of other information on homeschooling. Contains 11 references. (DB)

ED 414 684 EC 306 029

Berger, Sandra, Comp.

Homeschooling Resources for Gifted Students. ERIC Mini-Bib.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-02-00
Contract—RR93002005
Note—4p.; For the companion digest, see EC 306 028.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1598.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Resources, Elementary Secondary Education, *Gifted, *Home Schooling, *Organizations (Groups)

This listing of homeschooling resources and organizations for gifted students lists resources for contests and competitions, curriculum, national standards by subject area, legal information, national home schooling organizations, publications, and Internet resources. Organizational entries usually provide name, address, phone number, and World Wide Web address. (DB)

ED 415 590 EC 305 413

Karnes, Frances A.; Marquardt, Ronald

Know Your Legal Rights in Gifted Education. ERIC Digest E541.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-EC-95-4
Pub Date—1997-02-00
Contract—RR93002005
Note—3p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589 ($1).
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Arbitration, *Child Advocacy, *Conflict Resolution, Court Litigation, Due Process, Elementary School Students, Elementary Secondary Education, Federal Legislation, *Gifted, Preschool Children, Preschool Education, Secondary School Students, State Legislation, State Regulation, *Student Rights
Identifiers—ERIC Digests, *Negotiation Processes

This brief guide to the legal rights of gifted preschool, elementary, and secondary school children, first notes the lack of a federal law to protect the rights of these children in contrast to children with disabilities and the need for advocates for these students to urge adoption of appropriate statutes and regulations at the state and local levels. The guide focuses on appropriate channels to follow to assure services to all eligible students and maximize the probability of productive conflict resolution. General information is provided on the availability and implementation of the following channels to conflict resolution: (1) negotiation (maintain good records and be informed about local and state regulations and laws); (2) mediation (mediation through state statute is available for gifted students in approximately 10 states); (3) due process (approximately 28 states allow procedural due process for gifted children), and (4) court cases (an analysis has found that these cases fall into such categories as educational opportunities, school policies, and tort

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liability). The existence of protections for some types of gifted youth under the Office of Civil Rights is mentioned, as are the services of the Legal Issues Network, which helps advocates for gifted children. (DB)

ED 417 501 EC 306 242

Burnette, Jane

Reducing the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No. —EDO-EC-98-4

Pub Date—1998-03-00

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericec@cec.sped.org; World Wide Web: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Differences, *Disabilities, *Disability Identification, Educational Environment, Elementary Secondary Education, Government Role, Incidence, *Minority Groups, Prereferral Intervention, Racial Factors, Referral, *Special Education, Student Evaluation, *Student Placement

Identifiers—*Disproportionate Representation (Spec Educ), ERIC Digests, Office for Civil Rights, Office of Special Education Programs

This digest summarizes the problem of over-representation of minority students in special education and offers suggestions to reduce this disproportionate representation. It notes concerns of the Office of Special Education Programs (OSEP) and the Office for Civil Rights (OCR) that minority students are being misclassified and receiving inappropriate services and/or discriminatory placement in special education. Suggestions for reducing over-representation focus on creating a successful school environment for all students and distinguishing disabilities from cultural differences. Specific suggestions are offered for promoting family involvement, making the general education classroom conducive to success for all children, increasing the accuracy of referral and evaluation, providing appropriate special education services, and monitoring the provision of services. Also noted are federal activities of OSEP and OCR to reduce over-representation. (DB)

ED 417 515 EC 306 257

Fitzsimmons, Mary K.

School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No. —EDO-EC-98-1

Pub Date—1998-02-00

Contract—RR93002005

Note—4p.

Available from—ERIC/OSEP Special Project, ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericec@cec.sped.org; World Wide Web: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Behavior Disorders, *Behavior Problems, Discipline, Elementary Secondary Education, Interpersonal Competence, *Intervention, Program Development, Program Effectiveness, School Role, *Systems Approach

Identifiers—*Behavior Management, ERIC Digests, School Based Services

This digest reviews and summarizes what is known about effective school-wide behavioral management systems. Emphasis in such systems is on consistency throughout the building and across classrooms with the entire staff, both professional and nonprofessional, uniformly implementing common strategies. Common features of school-wide behavioral management systems are highlighted, including: (1) total staff commitment to managing behavior, whatever approach is taken; (2) clearly defined and communicated expectations and rules; (3) consequences and clearly stated procedures for correcting rule-breaking behaviors; (4) an instructional component for teaching students self-control and/or social skill strategies; and (5) a support plan to address the needs of students with chronic, challenging behaviors. Systems reviewed include Effective Behavioral Support, a school-wide process and individualized instruction designed to prevent and decrease problem behavior; expansion of placement options for students with behavioral and/or emotional disturbances; and Unified Discipline, a system which emphasizes unified attitudes, expectations, consequences, and team roles. A sample school-wide code of conduct is provided. (Contains 10 references.) (DB)

ED 418 515 EC 306 194

Fitzsimmons, Mary K.

Beginning Reading. ERIC/OSEP Digest #E565.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-02-00

Contract—RR93002005

Note—3p.; Based on "Shakespeare and Beginning Reading: 'The Readiness Is All'" by Edward J. Kameenui in "From the ERIC Clearinghouse," TEACHING Exceptional Children, Winter 1996 p77-81.

Available from—ERIC/OSEP Special Project, ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericec@cec.sped.org; World Wide Web: http://www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Decoding (Reading), Educational Research, *Phonology, Primary Education, *Reading Difficulties, *Reading Instruction, Teaching Methods, Theory Practice Relationship, *Word Recognition

Identifiers—ERIC Digests, *Phonological Awareness

This digest summarizes what is known about teaching the processes of phonological awareness and word recognition. It finds unequivocal research evidence that students who enter first grade with phonological awareness skills are more successful readers and urges explicit instruction in these skills. Examples of phonological awareness activities and teaching tips on developing phonological awareness and alphabetic understanding are provided. Research evidence on word recognition is reported which clearly shows that reading comprehension and other higher-order reading activities depend on strong word recognition skills, including phonological decoding skills. Several teaching tips for helping students learn to read words are presented, such as the importance of explicit instruction in the connection between sounds and letters and sounds and words. (DB)

ED 419 326 EC 306 412

Knoblauch, Bernadette

Rights and Responsibilities of Parents of Children with Disabilities. ERIC Digest #E567.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No. —EDO-EC-97-8

Pub Date—1998-05-00

Contract—RR93002005

Note—3p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; e-mail: ericec@cec.sped.org; World Wide Web: http:/www.cec.sped.org/ericec.htm

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Disabilities, Educational Legislation, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Individualized Family Service Plans, Parent Participation, *Parent Responsibility, *Parent Rights, *Parent School Relationship, *Special Education

Identifiers—ERIC Digests, *Individuals with Disabilities Educ Act Amend 1997

This digest summarizes the rights and responsibilities of parents of children in the special education process under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Among 15 rights listed are a free appropriate public education for every child, informed consent concerning evaluation and programmatic decisions, evaluation of the child in his/her primary language, participation in all individualized education program (IEP) or individualized family service plan (IFSP) team decisions, and voluntary mediation or a due process hearing to resolve differences with the school. Among the eight parental responsibilities listed are: asking for explanations of any unclear program aspects, making sure that IEP or IFSP goals and objectives are specific, monitoring the child's progress, keeping records, and joining a parent organization. The digest also suggests ways in which the parent can help the IEP or IFSP process, such as identifying the specific things the parent feels the child should learn, understanding the related services being provided, and discussing methods of effective discipline. Suggested organizational resources are also listed. (DB)

FL

ED 413 765 FL 024 845

From At-Risk to Excellence: Principles for Practice. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-01

Pub Date—1997-10-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Change Strategies, *Classroom Communication, Cognitive Development, *Cultural Pluralism, Economically Disadvantaged, Educational Strategies, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Excellence in Education, *High Risk Students, Immigrants, Interpersonal Communication, Minority Groups, Refugees, Relevance (Education), Teacher Student Relationship

Identifiers—ERIC Digests

Innovative programs of school reform and research for diverse student populations have tended to focus on specific cultural, linguistic, or ethnic populations and on specific local communi-

ties. Findings from this body of research over the years have resulted in a core of principles for designing and implementing programs for at-risk students. Five generic principles for helping all students achieve excellence in education include: (1) facilitating learning through joint productive activity among teachers and students; (2) developing students' competence in the language and literacy of instruction throughout all instructional activities; (3) contextualizing teaching and curriculum in the experiences and skills of home and community; (4) challenging students toward cognitive complexity; and (5) engaging students through dialogue, especially the instructional conversation. Once these principles have been enacted and tested, it will be possible to see how they work internally, refine their statements, and determine their limitations. The principles are intentionally generic, and there are likely situations and individuals for whom they should be modified. (Contains 9 references.) (MSE)

ED 413 768 FL 024 878

Thompson, Lynn, Comp.

Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments. Language in Education: Theory and Practice 90.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Center for International Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-887744-06-1

Pub Date—1997-00-00

Contract—P229A3005, R193002010

Note—240p.

Available from—Delta Systems Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.

Pub Type— ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Education, Language Skills, *Language Tests, Middle Schools, Program Design, *Program Evaluation, Second Language Instruction, *Second Language Learning, *Student Evaluation, Test Construction, Testing, Uncommonly Taught Languages, Verbal Tests

The annotated bibliography describes foreign language assessment instruments currently used in elementary and middle schools. The instruments are drawn from a wide variety of program models: Foreign Language in the Elementary School (FLES), middle school sequential instruction, and immersion (total, two-way, partial). The bibliography has six sections: assessment instruments; program evaluation instruments; classroom assessment activities; sample assessment instruments; selected related resources; and selected commercially available language tests. An index of instruments according to purpose, language, and grade level is included. Descriptions of assessment instruments and activities and sample assessments were collected from teachers, schools, school districts, state education offices, and educational research organizations. In each section, materials are listed in alphabetical order according to language. The major emphasis is on French, German, Italian, Japanese, and Spanish. Also included are Arabic, Catalan, Chinese, Chuukese (Lagoon), Gallego, Haitian-Creole, Indonesian, Korean, Latin, Modern Greek, Navajo, Palauan, Pohnpeian, Portuguese, Russian, Tagalog, and Welsh. Each entry includes information on availability, current users, language program type, intended grade level, intended test use, skills tested, test author, publications date, test cost, length, test materials, format, scoring method, a description, test development and technical information, parallel versions in other languages, and a contact person. An introductory section gives an overview of the bibliography's contents and notes on selecting an assessment instrument. (MSE)

ED 413 794 FL 801 199

Florez, MaryAnn Cunningham

The Adult ESL Teaching Profession. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-02

Pub Date—1997-10-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Career Planning, *English (Second Language), Job Analysis, *Language Teachers, Professional Associations, Professional Development, Rewards, Second Language Instruction, Teacher Education, *Teacher Qualifications

Identifiers—ERIC Digests

This digest examines the emerging profession of teaching English as a Second Language (ESL) to adults who live and work in the United States, offering suggestions for beginning a career in this field and continuing to grow professionally. The fundamental duty of an ESL teacher is to facilitate development of communication skills in English, in either classroom or tutorial setting. In many programs, the ESL teacher must also transmit substantive content beyond language instruction (e.g., job skills, survival skills). Program setting, type, approach, learner group, and scheduling vary widely. ESL teachers often work under challenging conditions, with high turnover and burnout rates. However, many also feel the intrinsic rewards of the work are considerable. Adult ESL teachers come from a wide variety of backgrounds, combining formal and informal training and experience. Prospective ESL teachers should have some experience in second language learning and teaching. The most common options for formal training are the certificate and master's degree, although alternative training structures may be considered. Exploration of career options, through professional association, contact with other ESL teachers, volunteering, reading, Internet exploration, and conference attendance, is recommended. (Contains 15 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 795 FL 801 200

Ullman, Char

Social Identity and the Adult ESL Classroom. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-98-01

Pub Date—1997-10-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Classroom Communication, Classroom Techniques, Dialog Journals, Discussion (Teaching Technique), *English (Second Language), Immigrants, *Individual Development, Journal Writing, Large Group Instruction, Learning Theories, Limited English Speaking, Portfolios (Background Materials), Second Language Learning, *Self Concept, Small Group Instruction, *Social Influences

Identifiers—ERIC Digests

Development of theories concerning social identity and language learning is explored, and ways in which English as a Second Language (ESL) teachers can support students in this process are discussed. During the 1980s and 1990s, emphasis in research on language learning shifted to its social context. Theorists have begun to find the focus on motivation to be inadequate in addressing how language and social context are related, and the concept of investment in the target language has emerged as a complement to motivation theories, by helping explain the complex dynamic relationship between the learner and the social world. Further research in this vein, particularly concerning immigrants learning English, has looked at re-creation of individual identity through discourse. Teachers can support the process of identity re-creation in the classroom using a variety of techniques, including individual student portfolio writing, dialogue journal writing, large-group discussion, small-group conversations, improvisational dialogues, and bringing public discourse into the classroom setting through discussion of news reports and articles on immigration. These can help learners become more conscious of the process of change in their lives and give them means for participation. (Contains 16 references). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 414 767 FL 024 967

Earp, Samantha

More Than Just the Internet: Technology for Language Teaching. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-04

Pub Date—1997-12-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037; phone: 800-276-9834.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Networks, *Distance Education, *Educational Technology, *Language Laboratories, *Multimedia Instruction, Second Language Instruction, Second Language Learning

Identifiers—ERIC Digests

This digest highlights non-Internet technology for teaching and learning foreign languages. Specific sections discuss (1) software for language teaching and learning; (2) authoring aids; (3) language lab systems; (3) networked multimedia; and (4) distance learning via satellite. (Contains 7 references and a list of 17 resources for further information.) (JL)

ED 414 768 FL 024 987

Peyton, Joy Kreeft

Professional Development of Foreign Language Teachers. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-05

Pub Date—1997-12-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Technology, Elementary Secondary Education, Language Maintenance, *Language Proficiency, *Language Teachers, *Professional Development, *Second Language Instruction, Skill Development, Student Characteristics, *Teacher Education, Teacher Qualifications, Teaching Skills, Thematic Approach

Identifiers—ERIC Digests

This digest discusses the professional development of foreign language teachers at a time when the foreign language teaching profession is facing a number of new challenges, such as a rapidly changing student clientele, the development of national standards for foreign language education, and advances in technology. The first section of the digest lists some of the challenges that today's for-

eign language teachers are encountering. The second section focuses on the skills and knowledge that good foreign language teachers need, while the third section discusses ways for teachers to maintain and continue developing these skills and knowledge. The next section provides information on opportunities for professional development, such as programs offered by the federal government and by National Foreign Language Resource centers. The final section includes a number of recommendations for teacher education. Contains substantial resource list. (JL)

ED 414 769 FL 024 988

Buchanan, Keith. Helman, Mary

Reforming Mathematics Instruction for ESL Literacy Students. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-03

Pub Date—1997-12-00

Contract—RR93002010

Note—4p.; For the report on which this digest is based, see ED 363 136.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Classroom Techniques, *Curriculum Design, *English (Second Language), Language Proficiency, Language Skills, *Literacy Education, *Mathematics Instruction, Second Language Learning, Standards, Student Evaluation

Identifiers—ERIC Digests, National Council of Teachers of Mathematics

This digest focuses on reforming mathematics instruction for English-as-a-Second-Language (ESL) students who have had limited or interrupted schooling in their first language. These students—referred to as ESL literacy students—must learn in a linguistically and culturally unfamiliar environment, construct understanding without the background knowledge that their classmates employ to make assumptions, and process new information. They must have access to math content from the beginning of their formal education. This calls for modifications in the delivery of instruction. By integrating math and language teaching, innovative courses can provide experiences that bridge gaps in literacy students math knowledge and expand their communicative competence in English, and ultimately prepare them for success in future math coursework. The digest discusses correlating mathematics instruction with language skills building, the National Council of Teachers of Mathematics standards and effective instructional strategies for literacy students, designing appropriate math curricula for literacy students (including clustering objectives and considering three important variables: students' ages, English proficiency levels, and developmental levels), and assessing literacy math students' progress. (JL)

ED 414 770 FL 024 989

LeLoup, Jean. Ponterio, Robert

Internet Technologies for Authentic Language Learning Experiences. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-02

Pub Date—1997-12-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, Databases, *Educational Technology, *Electronic Mail, *Internet, Second Language Instruction, Second Language Learning

Identifiers—ERIC Digests

With the focus on language, culture, and communication in the national standards for foreign language learning, foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students knowledge and skills in these target areas. This digest highlights a number of Internet applications that can be used to enrich the foreign language classroom: electronic mail; electronic lists; electronic journals; the World Wide Web; streaming audio and video; search engines; remote access to libraries and databases; file transfer; and chat, audio, and video communication. (Author/JL)

ED 416 685 FL 025 081

Fradd, Sandra

Language Differences or Learning Disabilities? Identifying and Meeting the Needs of Students from Non-English-Language Backgrounds. Language in Education: Theory and Practice, 86.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002010

Note—102p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *English (Second Language), Identification, Individual Differences, Instructional Design, *Learning Disabilities, *Learning Problems, *Limited English Speaking, Second Language Instruction, *Special Education, Student Evaluation, Student Needs

This monograph examines recent trends in the education of students from non-English-language backgrounds and cultures who may have learning difficulties or possible disabilities. Chapter 1 provides an overview of policy issues with respect to the education of students learning English as a new language and the interface between regular education, special education, and English-as-a-Second-Language (ESL)/bilingual programs. Chapters 2 and 3 describe procedures followed at Newport Elementary School in its efforts to enhance the learning opportunities of non-English-background students and to incorporate them into mainstream instruction. Chapters 4 and 5 present case studies of two such students experiencing learning difficulties and failing to progress in their current programs. Both studies illustrate how special attention and collaborative problem-solving are important for ensuring that all students are provided appropriate instruction. The final chapter focuses on assessment and instructional planning and implementation. Contains 172 references. (MSE)

ED 418 607 FL 801 221

Gaer, Susan

Using Software in the Adult ESL Classroom. ERIC Q & A.

National Clearinghouse for ESL Literacy Education, Washington, DC.; Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-03-00

Contract—RR93002010

Note—6p.

Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037-1214.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Computer Assisted Instruction, *Computer Software, Curriculum Design, *English (Second Language), *Literacy Education, Second Language Instruction, Second Language Learning

Increasingly, adult English-as-a-Second-Language (ESL) learners have access to computers, whether it is in a language lab once or twice a week or in the classroom. This report provides an overview of the types of ESL software and includes guidelines for the appropriate use of software in the adult ESL classroom. Individual sections address the following: (1) what types of software are available?; (2) what kind of software is appropriate for adult ESL classrooms?; (3) how do I select software for the classroom?; (4) what kind of technical expertise do I need?; (5) what do the students need to know about computers?; (6) how do I coordinate the software with the curriculum?; (7) how can I integrate the software into instruction? (8) how can I follow up the software with activities?; (8) how do I prepare my students to use the specific software? (Contains 9 references, 13 software references and 5 encyclopedic references.) (JL)

ED 419 385 FL 025 184

Short, Deborah. J.

Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-FL-98-06

Pub Date—1998-03-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street NW, Washington, DC 20037; phone: 800-276-9834.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *English (Second Language), *Immigrants, Secondary Education, *Secondary School Students, Student Characteristics, Student Evaluation, *Student Needs

Identifiers—ERIC Digests

School districts across the country are facing increasing numbers of secondary immigrant students who have low level English or native language skills, and in many cases, have had limited formal education in their native countries. These students must learn English, take the required content courses, and catch up to their native-English-speaking peers before high school graduation. How are schools meeting the needs of these students, many of whom are placed below the expected grade level for their age? This digest reports on data collected through a study of secondary newcomer programs, sponsored by the Office of Educational Research and Improvement as part of the Center for Education, Diversity, & Excellence. It answers the following questions: (1) "Who are the newcomer students?"; (2) "Where are the programs located?"; (3) "How are newcomer programs designed?"; (4) "How do newcomer programs address students' language learning and academic needs?"; (5) "How do newcomer programs address students' acculturation process?"; and (6) "How do newcomer students make the transition out of the program?"

ED 421 019 FL 025 355

Mace-Matluck, Betty J. Alexander-Kasparik, Rosalind. Queen, Robin M.

Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling. Topics in Immigrant Education 3. Language in Education: Theory and Practice 91.

Center for Applied Linguistics, Washington, DC.; ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-887744-07-X

Pub Date—1998-00-00

Contract—RR93002010

Note—162p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037-

BEST COPY AVAILABLE

1214. ($20.95).
Pub Type— ERIC Publications (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adolescents, Case Studies, *Educational Background, *Educational Innovation, Educational Strategies, Haitians, *Immigrants, Profiles, Program Descriptions, Secondary Education, *Student Needs, Vietnamese People
Identifiers—Salvadoreans
This book provides teachers and program administrators with information and guidelines to develop effective school programs for immigrant students with limited prior schooling. The limited information about these students is summarized, with in-depth information about the lives, backgrounds, aspirations, educational experiences, and needs of five such students, aged 13-20 years, from Haiti, El Salvador, and Vietnam. Four programs from three states are profiled, featuring the innovative structures and instructional strategies designed to meet the needs of this population and providing program contact information and lists of materials available from each program. The critical features of effective secondary school programs are summarized, and areas in which further research is needed are discussed. (Contains 71 references.) (MSE)

HE

ED 410 846 HE 030 420
Chliwniak, Luba
Higher Education Leadership: Analyzing the Gender Gap. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-97-4
Pub Date—1997-00-00
Contract—RR93002008
Note—4p.; For the full report, see HE 030 421.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844; e-mail: eriche@eric-he-edu ($1).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Organization, Administrative Policy, Colleges, Consciousness Raising, Diversity (Faculty), *Equal Opportunities (Jobs), Females, *Higher Education, *Leadership, Organizational Change, Power Structure, Quality of Working Life, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Universities, Women Administrators, *Women Faculty, Work Environment
Identifiers—ERIC Digests, *Gender Gap, Glass Ceiling, University of Michigan
Although more than 52 percent of the current college and university student body is comprised of women, institutional leadership is still dominated by males. This digest summarizes the issue from an institutional context and identifies factors that contribute to the gap. It suggests that the organizational and societal concepts of leadership be viewed from an alternative, feminist frame of reference noting the different leadership styles of men and women. The glass ceiling in higher education is seen as the result of a male-dominated organizational structure that places stumbling blocks in the career paths of many women faculty. A more feminist leadership style is urged as a way to change institutional hierarchies and structures. And because organizational culture also affects curriculum and administration, it is suggested that this more inclusive style of leadership would create institutions with values grounded in community and service to constituents. Suggestions to achieve such change include: the elimination of the collective campus behaviors and actions that create a chilly climate for women and minorities, and development of an organizational consensus to combat the institutionalized structures and norms that exclude women. (CH)

ED 410 847 HE 030 421
Chliwniak, Luba
Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, No. 4.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-76-1; ISSN-0884-0040
Pub Date—1997-00-00
Contract—RR93002008
Note—138p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844; e-mail: eriche@eric-he-edu ($24).
Pub Type— ERIC Publications (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrative Organization, Administrative Policy, Colleges, Consciousness Raising, Diversity (Faculty), *Equal Opportunities (Jobs), Females, *Higher Education, Informal Organization, Leadership, Leadership Responsibility, Organizational Change, Organizational Climate, Power Structure, Quality of Working Life, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Universities, Women Administrators, *Women Faculty, Work Environment
Identifiers—*Gender Gap, Glass Ceiling
This study analyzes the gender gap at colleges and universities from an institutional context. It asks what the issues are; in what ways women and men leaders are different and alike; whether the gender gap matters. It discusses the glass ceiling in higher education and how it affects curriculum and administration of the institution. Five chapters cover topics that include: (1) the status of women on campus and in leadership roles; (2) persistence factors, institutional context and occupational prestige; (3) gender theory, women's leadership style, communication patterns, and the glass ceiling; (4) individual, organizational, and societal conceptions of leadership, and the relevance of gender to the concept of leadership; and (5) factors influencing evaluation of leaders and leadership modes, evaluation of women as leaders, and who has the right to leadership positions. The study concludes with several strategies for change, including: greater involvement of women in changing hierarchical and patriarchal structures and norms; preparation of women to relocate to find broader responsibilities; and elimination of the behaviors and actions that create a chilly campus for women. (Contains 165 references.) (CH)

ED 412 815 HE 030 605
Van Dusen, Gerald C.
The Virtual Campus: Technology and Reform in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-95-5
Pub Date—1997-00-00
Contract—RR93002008
Note—4p.; For the full document on which this digest is based, see HE 030 606.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($1).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Computer Managed Instruction, Cooperative Learning, Distance Education, *Educational Change, *Educational Development, Educational Principles, Educational Quality, Futures (of Society), Higher Education, Integrated Learning Systems, *Organizational Change, Science and Society, Systems Development, *Technological Advancement, Technology Transfer, Total Quality Management, *Use Studies, Values
Identifiers—ERIC Digests, *Virtual Classrooms
Today there is a pressing call for technology o provide expanded higher education opportunities to a wide spectrum of present and potential clientele. This digest summarizes a larger report of the same title which examines the implications of teaching on the "virtual" college campus. It briefly examines the following questions: (1) what are the implications of teaching on the virtual campus? (2) how will classroom learning be different? (3) what will be the new scholarly agenda for research? (4) can technology help to create a culture of quality? (5) how can the governance and finance considerations be managed? and (6) what conclusions and recommendations can be drawn. Seven conclusions are listed and seven recommendations are offered for beginning the process of widespread integration of information into teaching, learning, and research.

ED 412 816 HE 030 606
Van Dusen, Gerald C.
The Virtual Campus: Technology and Reform in Higher Education. ASHE-ERIC Higher Education Report, Volume 25, No. 5.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-77-X; ISSN-0884-0040
Pub Date—1997-00-00
Contract—RR93002008
Note—191p.; For a digest of this document, see HE 030 605.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($24).
Pub Type— Books (010) — ERIC Publications (071) — Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Change Strategies, Cooperative Learning, *Educational Change, *Educational Development, Educational Finance, Educational Principles, *Epistemology, Governance, *Higher Education, Information Technology, Integrated Learning Systems, Online Systems, *Organizational Change, Scholarship, Science and Society, Systems Development, Technological Advancement, *Technology Transfer, Telecommunications, Total Quality Management
Identifiers—*Virtual Classrooms
The "virtual campus" is a metaphor for the electronic teaching, learning, and research environment created by the convergence of several relatively new technologies including, but not restricted to, the Internet, World Wide Web, computer-mediated communication, video conferencing, multi-media, groupware, video-on-demand, desktop publishing, intelligent tutoring systems, and virtual reality. The focus of this monograph is of necessity limited to changes occurring in higher education institutions that are committed to reform via technology. A survey of the literature finds reform characterized by changes in teaching, learning, research and scholarly activity, organizational culture, and governance and finance. Section 2 takes up teaching on the virtual campus and how institutional variables influence adoption of information technologies according to their particular missions and goals. Section 3, on classroom learning, contrasts tradi-

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tional and virtual classrooms and describes the interface capabilities of various technologies. Section 4 explores recent reconceptualizations of scholarship as well as new computer-based technologies that are beginning to influence both the methods and substance of research. Section 5 depicts efforts to reform both the bureaucratic and academic spheres of higher education institutions by applying principles of Total Quality Management. Section 6 delineates some of the important new responsibilities of governing boards, including monitoring regulatory legislation, establishing a telecommunications policy, and shepherding resources for technology. The final section draws conclusions from the literature and makes recommendations for institutional planning and research. Specifically the seven conclusions are: (1) a paradigm shift can occur only in institutions committed to comprehensive reform; (2) attempts to change the classroom focus from "the sage on the stage" to collaborative learning are likely to fail without a substantial commitment to professional development; (3) higher education will continue to be market driven, requiring redoubled efforts to define academic productivity; (4) new constituencies appear to be well served by a variety of available distance learning venues; (5) the TQM movement has made impressive inroads in higher education administration; however, very little penetration has occurred when it most matters—on the academic side of the institution; (6) even as instructional use of technology rises, institutional support for applications development has been dilatory; and (7) the historic commitment to core values in traditional undergraduate education has wavered; the same vacillation threatens to undermine general education requirements in electronically delivered certificate and degree programs. Seven recommendations for beginning this process of integration include: (1) create a venue where key stakeholders can analyze major technology issues and purchases; (2) assert the value of technology-based learning from a variety of research perspectives; (3) establish quality standards for certificate and degree programs; (4) avoid pitting traditionalists against technology enthusiasts; (5) make "collaboration" and "cooperation," not "reengineering" and "restructuring" the new institutional buzz-words; (6) retain a strong commitment to adequate library staffing and funding; and (7) prepare for success by creating the necessary support structures. A glossary of terms is appended. (Contains 228 references.) (AA)

ED 412 862 HE 030 653

Fenske, Robert H. Geranios, Christine A. Keller, Jonathan E. Moore, David E.

Early Intervention Programs: Opening the Door to Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-97-6

Pub Date—1997-00-00

Contract—RR3002008

Note—4p.; For the full report on which this digest is based, see HE 030 654.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Attendance, *College School Cooperation, *Disadvantaged Youth, Educational Opportunities, Educationally Disadvantaged, Federal Aid, Financial Support, High Schools, Higher Education, Low Income Groups, *Minority Groups, *Outreach Programs, Program Development, State Aid, Student Recruitment

Identifiers—*ERIC Digests

This digest summarizes a larger document of the same title which examines early intervention programs providing services and resources to encourage low-income/minority youth to finish high school and enter college. It notes provisions of federal law which encourage such programs and the unifying mission of the National Early Intervention Scholarship and Partnership Program. Such programs are seen as either broad early intervention programs, "academic outreach" programs operated by academic institutions and designed to encourage at-risk students to plan for college, or school-college collaboration programs. Programs are differentiated into six types: (1) programs established by philanthropic agencies, (2) federally supported programs, (3) state-sponsored programs with matching federal support, (4) entirely state-supported programs, (5) systemic changes involving school-college collaboration, and (6) college- or university-sponsored programs. Implications of the growth of these programs for college and university administrators are considered and include recommendations to coordinate institutional outreach programs with early intervention programs and document efforts to increase access to their institutions. (DB)

ED 412 863 HE 030 654

Fenske, Robert H. Geranios, Christine A. Keller, Jonathan E. Moore, David E.

Early Intervention Programs. Opening the Door to Higher Education. ASHE-ERIC Higher Education Report Vol. 25, No. 6.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-78-8; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR93002008

Note—140p.; For a digest of this report, see HE 030 653.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 phone: 800-773-3742; fax: 202-452-1844. ($24).

Pub Type— ERIC Publications (071) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, College Attendance, *College School Cooperation, *Disadvantaged Youth, Educational Opportunities, Educationally Disadvantaged, Equal Education, Federal Aid, Financial Support, High Schools, Higher Education, Low Income Groups, *Minority Groups, *Outreach Programs, Program Development, State Aid, Student Recruitment

Identifiers—I Have a Dream Program

This report addresses issues related to the increasing growth of early intervention programs to encourage high school graduation and college attendance among students from low-income and minority groups. It first presents a brief review of the societal goals of equality for the nation's education system. It then defines the programs "early intervention" and "academic outreach" and synthesizes the demographic and educational problems and challenges related to development of such programs. It continues by describing several notable examples of private initiatives, such as the "I Have a Dream Program." Next, an overview of the burgeoning field of school-college collaborative efforts for early intervention and academic outreach is provided, followed by a survey of federal and state efforts. College and university academic outreach programs are examined from several perspectives, and include an overview of community colleges' involvement in school-college collaboration. The report concludes with evaluations of some early intervention programs and recommendations for follow-up by college and university administrators. An appendix provides brief descriptions of 27 institutional outreach programs. (Contains approximately 130 references.) (DB)

ED 415 733 HE 030 831

Bland, Carole J. Bergquist, William H.

The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-97-7

Pub Date—1997-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 030 832.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Aging in Academia, *College Faculty, *Faculty College Relationship, *Faculty Development, Higher Education, Individual Development, Older Adults, *Productivity, *Tenured Faculty, Trend Analysis, Vocational Maturity

Identifiers—ERIC Digests

This digest of a larger report with the same title uses a question-and-answer format to examine the productivity of senior faculty members at institutions of higher education. It reviews issues related to the aging of full-time faculty at a time when many institutions are undergoing major changes and restructuring. It reports data suggesting that productivity of senior faculty does not decline but instead changes focus. Distinctive assets and needs of senior faculty are identified, including their confidence in their teaching and research skills, commitment to their institutions, and knowledge of the academic enterprise. Factors that can ensure a vital senior faculty are discussed, both in terms of intrinsic factors (such as socialization, subject knowledge, and a vital network of colleagues) and extrinsic factors (such as institutional goals, participative governance, and a supportive academic culture). The digest urges the maintenance of productivity of older faculty members through a systems approach that addresses individual vitality features, institutional vitality features, and the essential link between them. (DB)

ED 415 734 HE 030 832

Bland, Carole J. Bergquist, William H.

The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-79-6; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR-93-002008

Note—179p.; For a digest of this report, see HE 030 831.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($24).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Development, *Aging in Academia, Career Development, *College Faculty, *Faculty College Relationship, *Faculty Development, Higher Education, Individual Development, Older Adults, *Productivity, *Tenured Faculty, Trend Analysis, Values, Vocational Maturity

This report examines issues concerned with the vitality and productivity of senior faculty at institu-

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tions of higher education. The first section reviews shifting faculty demographics and is followed by a case study of the career of one professor. Next, research on the productivity of senior faculty in teaching, research, and service is reviewed. The following section identifies, in the context of research on adult development, specific internal factors affecting productivity, including: socialization, motivation, content knowledge and skills, networking and professional communication, having several projects under way simultaneously, autonomy and commitment, and morale. Institutional factors affecting productivity are considered in the context of career development theory. They include: clear goals, institutional culture, a positive climate, participative governance, rewards, opportunities for revitalization, and effective leadership. The report concludes that: (1) there appears to be no significant decline related to age in faculty competence or productivity; (2) internal and institutional factors should be addressed to preserve faculty vitality; and (3) senior faculty frequently experience a shift in their priorities and values. It urges a comprehensive approach to faculty vitality and identifies specific strategies to address individual, institutional, and leadership vitality. An appendix reviews the studies cited in the monograph. (Contains approximately 225 references.) (DB)

ED 415 743 HE 030 887

Osterlind, Steven J.

A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-97-8

Pub Date—1997-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 030 888.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, NW, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742, fax: 202-452-1844.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Asian Americans, Black Students, College Students, Criterion Referenced Tests, English, Ethnic Groups, *General Education, Higher Education, Hispanic Americans, Mathematics, Racial Differences, Sciences, Sex Differences, Social Studies, White Students

Identifiers—*College Basic Academic Subjects Examination, ERIC Digests

This digest summarizes what is known about scholastic achievement in general education at the college level, and is based on a study using the College Basic Academic Subjects Examination (College BASE), a criterion-referenced achievement test of general education skills and competencies. College BASE assesses achievement in four subject areas: English, mathematics, science, and social studies and has been used by 56 colleges and universities; scores are available for 74,535 students tested between 1988 and 1993. The measure also collects data on four subpopulation categorical variables: sex, ethnic heritage, class standing, and age. Findings indicate that the sexes differ in achievement, with females outperforming males in English and males outperforming females in mathematics, science, and social studies. Differences within ethnic groups include an enormous disparity between Asian achievement in mathematics and in the three other subjects, especially English. Within the Hispanic population, social studies scores are significantly stronger than scores in other areas. Differences among racial groups are most pronounced. In mathematics, Asian students outperformed all other students, whereas Caucasians' achievement was greater than all other groups in English, science, and social studies. Blacks/African Americans lagged far behind the achievement of all other ethnic groups in every area assessed. (DB)

ED 415 744 HE 030 888

Osterlind, Steven J.

A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-80-y; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR93002008

Note—126p.; For a digest of this report, see HE 030 887.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742, fax: 202-452-1844; URL: www.gwu.edu/~eriche ($24).

Pub Type— ERIC Publications (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Asian Americans, Black Students, *College Students, Criterion Referenced Tests, English, Ethnic Groups, *General Education, Higher Education, Hispanic Americans, Knowledge Level, Mathematics, Racial Differences, Sciences, Sex Differences, Social Studies, White Students

Identifiers—*College Basic Academic Subjects Examination

This report describes a study that examined the scholastic achievement of college students in general education. The study evaluated the College Basic Academic Subjects Examination (College BASE) scores of 74,535 students who were tested between 1988 and 1993 at 56 institutions of higher education. The study found that: (1) overall, scores in English were significantly lower than scores in mathematics, science, or social studies; (2) females outperformed males in English, but males outperformed females in the other three subjects; (3) Asian students' achievement in mathematics was much greater than their achievement in the other subjects, especially English; (4) Hispanic students' achievement was highest in social studies; (5) Asian students outperformed all other racial groups in mathematics, whereas Caucasians outperformed all other groups in English, science, and social studies; and (6) Blacks/African Americans lagged far behind all other groups in each of the four areas assessed. The report begins with an introduction, followed by a detailed explanation of the College BASE instrument and the study methodology. Findings are reported both globally and for each subject by sex, ethnic heritage, class standing, and age. Fourteen tables and 15 figures are included. (Contains 71 references.) (DB)

ED 418 654 HE 031 183

Meyer, Katrina A.

Faculty Workload Studies: Perspectives, Needs, and Future Directions. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-98-1

Pub Date—1998-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 031 184.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-183; phone: 800-773-3742; fax: 202-452-1844; e-mail: eriche@eric-he.edu

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Cost Effectiveness, Educational Policy, *Faculty Workload, Higher Education, *Productivity, School Community Relationship, Trend Analysis

Identifiers—ERIC Digests

This digest reviews the literature and discusses issues concerning college faculty workload. Trends in the United States which have created interest in faculty workload issues are identified including faltering state economies in the late 1980s and rising costs of higher education especially of personnel. Criticism of higher education by the business community and many legislators is also noted as contributing to interest in increasing faculty productivity. Reviews of studies on faculty workload suggest that faculty work long hours especially on teaching and teaching-related activities though time spent in the classroom is relatively small. A lack of studies examining productivity in faculty teaching and service is noted. Barriers which hamper finding solutions to the productivity problem are noted such as beliefs that teaching equates with lecturing and that faculty are responsible for all higher education's problems. The report urges a renewed focus on students' learning and alignment of institutional mission, the faculty reward structure, and public expectations. (DB)

ED 418 655 HE 031 184

Meyer, Katrina A.

Faculty Workload Studies: Perspectives, Needs, and Future Directions. ASHE-ERIC Higher Education Report, Vol. 26, No. 1.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-81-8; ISSN-0884-0040

Pub Date—1998-00-00

Contract—RR93002008

Note—135p.; For a digest of this report, see HE 031 183.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844; e-mail: eriche@eric-he.edu ($24).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Beliefs, Change Strategies, *College Faculty, College Instruction, *College Outcomes Assessment, Educational Change, Educational Finance, *Faculty Workload, Higher Education, *Productivity, Public Opinion, *Role of Education, School Business Relationship, Trend Analysis

Identifiers—Faculty Research

This report reviews the literature and discusses issues concerning college faculty workload and productivity. Section 1 reviews the situation in the United States, noting increased interest in faculty workload issues as a result of population pressures, faltering economies, and the rising costs of higher education, especially of personnel. Section 2 looks at the role of perceptions, noting criticism by the business community and many legislators, public opinion, and views within higher education. The third section reviews recent studies on faculty workload and productivity which suggest that faculty work long hours, especially on teaching and teaching-related activities, though time spent in the classroom is relatively small. A lack of studies examining productivity in faculty teaching and service is noted. Beliefs which are barriers to solutions are discussed in the following section. These beliefs include equating teaching with lecturing and holding faculty responsible for all higher education's problems. The final section proposes some solutions. Among these are: focusing on students' learning, defining outputs, clarifying curricula and

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missions, realizing the potential of technology, realigning rewards for research and teaching, and encouraging new leaders and fresh ideas. Appended is an annotated bibliography of faculty workload studies. (Contains approximately 200 references.) (DB)

ED 420 242 HE 031 292

Creamer, Elizabeth G.

Assessing Faculty Publication Productivity: Issues of Equity. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-98-2

Pub Date—1998-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 031 293.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC; phone: 800-773-3742; e-mail: eriche@eric-he.edu; 20036-1183 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Faculty College Relationship, *Faculty Evaluation, *Faculty Publishing, Faculty Workload, Females, Higher Education, Minority Group Teachers, *Productivity, Racial Factors, Scholarship, *Sex Differences, Writing for Publication

Identifiers—ERIC Digests

This digest summarizes a report of a study of the research literature on faculty publication productivity, with special emphasis on gender as a factor in publishing productivity. Major issues addressed by the report include: (1) the existence of significant gender and race differences in publishing productivity, with women and minorities over-represented among nonprolific faculty authors; (2) the relationship of gender to traditional measures of publication quantity and quality, and the finding that gender differences in institutional rewards, such as tenure and salary, remain even when publishing productivity is controlled; (3) reasons for the small percentage of faculty that publish prolifically, including the role of the institution in helping faculty sustain a commitment to publishing through work assignments; (4) reasons why so few women and minorities are among the prolific publishers, noting that productivity reflects career paths, work assignments, interests, and access to resources more characteristic of white men than of most women and minorities; and (5) implications for practice, such as institutional recognition of a broad range of scholarly activities including conference presentations, speeches, and electronic venues of communication. (DB)

ED 420 243 HE 031 293

Creamer, Elizabeth G.

Assessing Faculty Publication Productivity: Issues of Equity. ASHE-ERIC Higher Education Report, Volume 26, Number 2.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-82-6; ISSN-0884-0040

Pub Date—1998-00-00

Contract—RR93002008

Note—126p.; For a digest of this report, see HE 031 292.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC; phone: 800-773-3742; e-mail: eriche@eric-he.edu; 20036-1183 ($24).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Faculty, Faculty College Relationship, Faculty Evaluation, *Faculty Publishing, Faculty Workload, Females, Higher Education, Minority Group Teachers, *Productivity, Racial Factors, Scholarship, *Sex Differences, Writing for Publication

This report reviews the research literature on faculty publication productivity, with special emphasis on the ways in which gender is a factor in publishing productivity. An executive summary notes the following themes: (1) the existence of significant gender and race differences in publishing productivity; (2) the relationship of gender to traditional measures of publication quantity and quality; (3) possible reasons why relatively few faculty publish prolifically; (4) possible reasons why few women and minorities are among the prolific publishers; and (5) implications for practice. Chapter 1 describes patterns of faculty scholarly publishing productivity and how these vary by sex, race, and academic field. The second chapter reviews the evidence concerning the relationship between publication productivity and institutional rewards and how these vary by gender and race. A discussion of traditional measures of the quantity and quality of publication productivity appears in the third chapter. A summary of conceptual explanations for gender differences in publishing productivity, using the categories of individual characteristics, institutional factors, environmental factors, and the cumulative advantage perspective, is provided in Chapter 4. Chapter 5 examines these categories for prolific publishers. A summary of implications for practice and future research is presented in the last chapter. (Contains approximately 140 references.) (DB)

ED 420 244 HE 031 294

Schilling, Karen Maitland; Schilling, Karl L.

Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-98-3

Pub Date—1998-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 031 295.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; phone: 800-773-3742, fax: 202-452-1844 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *College Faculty, Educational Assessment, Faculty College Relationship, Faculty Evaluation, Higher Education, Models, Program Evaluation, *Resistance to Change, Teacher Attitudes, Teacher Role

Identifiers—*ERIC Digests

This digest summarizes a report that addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment to make it more congenial to faculty, different ways in which institutions have approached assessment, and how assessment can be viewed as a faculty role. The report identifies such major shifts in the framework of assessment as focusing on talent development, making direct ties to teaching practice, and attending to the politics underlying judgments of effectiveness. Changes in practice or assessment methods listed include fitting measures to a local context and seeking convergence of multiple measures. Also noted are changing policies governing assessment, such as changing notions of accountability and the move to performance indicators. Six different institutional approaches to assessment are identified, including assessment as part of an institution's fabric, assessment as it relates to accountability, and assessment as scholarship. Finally, six conditions are suggested as necessary if faculty is to view assessment as an integral part of its role. These include embedding assessment in a fiscal and policy context that supports innovation; basing assessment on evidence and forms of judgment that disciplinary specialists find credible; and identifying assessment as a stimulus to reflective practice. (DB)

ED 420 245 HE 031 295

Schilling, Karen Maitland; Schilling, Karl L.

Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ASHE-ERIC Higher Education Report, Volume 26, No. 3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-83-4; ISSN-0884-0040

Pub Date—1998-00-00

Contract—RR93002008

Note—134p.; For a digest of this report, see HE 031 294.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183; phone: 800-773-3742, fax: 202-452-1844; web address: www.gwu.edu/~eriche ($24).

Pub Type— ERIC Publications (071) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accountability, *College Faculty, Educational Policy, Educational Trends, Evaluation Methods, Faculty College Relationship, Faculty Evaluation, Higher Education, Models, *Resistance to Change, Teacher Attitudes, *Teacher Role, Theories, Trend Analysis

This report addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment that make it more congenial to faculty, different institutional approaches to assessment, and how assessment can be viewed as a faculty role. The report identifies major shifts in the assessment framework, changes in practice or assessment methods, changing policies governing assessment, and different institutional approaches to assessment. It suggests that six conditions are necessary if faculty is to view assessment as an integral part of its role. These include embedding assessment in a fiscal and policy context that supports innovation; basing assessment on evidence and forms of judgment that disciplinary specialists find credible; and identifying assessment as a stimulus to reflective practice. After an introductory chapter which defines assessment and provides an historical context, individual chapters discuss: (1) conceptual or theoretical advances such as the talent-development or value-added perspective, (2) methodological advances such as multiple measures of performance, (3) policy advances, including changing notions of accountability, (4) the faculty's involvement in assessments, with examples from campuses, such as assessment as scholarship and assessment as administrative service, and (5) envisioning assessment as a faculty role in a supportive fiscal and policy context. (Contains 140 references.)(DB)

IR

ED 410 969 IR 056 463

Eisenberg, Mike; Henson, Jane; Howley, Craig; Cawley, Nancy; Ramirez, Bruce; Rothenberg, Dianne

Rising Expectations: A Framework for ERIC's Future in the National Library of Education. Report of the ERIC Operations Framework Task Force.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—1997-08-01

Note—18p.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Development, *Educational Resources, Futures (of Society), Information Dissemination, Information

Industry, *Information Services, Information Technology, Technological Advancement

Identifiers—*ERIC, National Library of Education DC

This report describes the work that the ERIC system must do in the future in order to accommodate the rising needs of patrons in a networked electronic world. The report highlights two dilemmas that compromise ERIC's continued ability to deliver what patrons expect. The first dilemma concerns ERIC's legacy of remarkable efficiency. While per pupil expenditures have doubled and federal education expenditures have quadrupled (in constant dollars), ERIC's resources have been cut by 80%, though the system has managed to flourish. The second dilemma is that ERIC is a paper-based system in an emerging electronic age. This report recommends four principles of a suitable new operations framework for ERIC: (1) sustain and increase ERIC's capacity to meet rising expectations in the information age; (2) think of ERIC as a key, load-bearing wall as the National Library of Education is built; (3) foster ERIC as the main place for organizing, linking, describing, and making accessible all education resources in all formats; and (4) develop to a much higher level ERIC's historic capacity to create useful and authoritative syntheses, analyses, and interpretations—in other words, the substantive intellectual capacity of each of the 16 ERIC Clearinghouses. (Author/AEF)

ED 411 778 IR 018 573

Plotnick, Eric

Survey of Instructional Development Models. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-07

Pub Date—1997-09-00

Contract—RR93002009

Note—4p.; For "Survey of Instructional Development Models," Third Edition, by Kent L. Gustafson and Robert M. Branch, see IR 018 577.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Classroom Techniques, Futures (of Society), Instructional Design, *Instructional Development, Instructional Material Evaluation, Technological Advancement, User Needs (Information)

Identifiers—ERIC Digests

This digest, based on "Survey of Instructional Development Models," 3rd edition, defines instructional development (ID) in terms of four major activities: analysis of the setting and learner needs; design of a set of specifications for an effective, efficient, and relevant learner environment; development of all learner and management materials; and evaluation of the results of the development both formatively and summatively. A taxonomy of ID models can help clarify the underlying assumptions of each model, and help identify the conditions under which each might be most appropriately applied. The taxonomy has three categories indicating whether the model is best applied for developing: individual classroom instruction; products for implementation by users other than the developers; or large and complex instructional systems directed at an organization's problems or goals. Numerous ID models are mentioned for each of the three categories in the taxonomy. Gustafson and Branch suggest that developers need to acquire a working knowledge of several instructional development models, and ensure that all three categories in their taxonomy are represented in that knowledge. They believe that all the instructional development model. they discussed will survive well into the next century, and will be able to accommodate new developments in theory and technology. (Contains 14 references.) (SWC)

ED 411 780 IR 018 577

Gustafson, Kent L. Branch, Robert Maribe

Survey of Instructional Development Models. Third Edition.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —IR-103; ISBN-0-937597-43-0

Pub Date—1997-05-00

Contract—RR93002009

Note—108p.; For ERIC Digest based on this book, see IR 018 573.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Curriculum Development, Instructional Design, *Instructional Development, *Instructional Systems, *Models, Organizational Development, Systems Analysis, *Systems Approach, Systems Development

This ERIC (Educational Resources Information Center) monograph updates and expands upon earlier ERIC publications on the topic of instructional development (ID) models. This monograph presents a brief history of ID models, describes a taxonomy for classifying them, provides examples from each of the categories in the taxonomy, and describes trends in their content and focus. The 13 models described in the book are representative of the ID literature and reflect most of the main concepts found in other models. Specific models are described and discussed in each of three orientations: (1) classroom—Gerlach and Ely; Kemp, Morrison, and Ross; Heinich, Molenda, Russell, and Smaldino; and Reiser and Dick; (2) product—Van Patten; Leshin, Pollock, and Reigeluth; and Bergman and Moore; and (3) system—IDI (Instructional Development Institute); IPISD (Interservices Procedures for Instructional Systems Development); Diamond; Smith and Ragan; Gentry IPDM (Instructional Project Development and Management); and Dick and Carey. Eighteen figures illustrate the core elements of ID, portrayals of the ID process, Rapid Prototyping model, Layers of Necessity model, taxonomy of ID models based on selected characteristics, and 12 of the 13 reviewed models. An annotated bibliography of ERIC documents and journal articles, in addition to ordering information and background information on ERIC are provided. (Contains 54 references.) (SWC)

ED 411 872 IR 056 699

Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse and Support Contractor Publications, 1996. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1996.

ERIC Processing and Reference Facility, Laurel, MD.; Computer Sciences Corp., Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1997-08-00

Note—101p.; For the 1995 edition, see ED 395 595.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Abstracts, Annotated Bibliographies, *Citations (References), Clearinghouses, Education, Educational Research, Federal Programs, Literature Reviews, Nonfiction, Publications, Resource Materials, State of the Art Reviews

Identifiers—Educational Information, ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 224 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1996) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, tax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 411 873 IR 056 700

Lippincott, Kate

Growing a Diverse Workforce in the Library and Information Science Professions. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-08

Pub Date—1997-09-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diversity (Faculty), *Diversity (Institutional), Diversity (Student), Higher Education, *Information Science, *Library Science, *Mentors, *Minority Groups, *Recruitment

Identifiers—ERIC Digests

The number of minority graduates from accredited graduate library and information science programs has increased in the decade from 1984-85 to 1994-95. However, the percentage of minority graduates of total graduates is small, increasing from 6.79 percent minority graduation in 1984-85 to 10.01 percent minority graduation in 1994-95. The library and information science profession's gain is not enough to bring minority representation in the profession to a parity level for individual minority groups. Common themes used by library and information science programs that are successful in recruiting minorities include: faculty from ethnic or minority groups; active multicultural participation; financial support; partnerships with specific libraries; targeted recruitment strategies; and creative delivery of classes. National and state library associations need to provide leadership in diversity initiatives aimed at recruitment, retention, and promotion. All library professionals need to encourage and promote the profession to the minority support staff in their libraries and to the minority students in their communities who are making career choices. Personal outreach and mentoring, though time-consuming, may sometimes be the only way to identify and reach specially qualified and interested individuals. Includes a reading list of key citations on minority recruitment and diversity issues since 1993. (Contains 25 references.) (SWC)

ED 413 886 IR 018 647

The Path to College: Making Choices That Are Right for You.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-97-2519; ISSN-1065-1160

Pub Date—1997-00-00

Contract—RK95188001

Note—62p.

Journal Cit—ERIC Review; v5 n3 Fall 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Students, Black Colleges, College Attendance, *College Bound Students, *College Choice, College Environment, *College Preparation, *Colleges, Decision Making, Disabilities, *Educational Counseling, Females, *Higher Education, Internet, Land Grant Universities, Private Colleges, Single Sex Colleges, State Universities, Students, Tribally Controlled Education

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue is a compendium of resources, advice, and research to help guidance counselors, parents, and students plan for college. The first section, "Starting Out on the Path to College," contains the following articles: "Why Get on the Path to College?" (Adrianna Kezar); "Common Mistakes: Narrowing Your Choices Too Early" (Adrianna Kezar); "Which Is the Right Path?" (Adrianna Kezar); "Adult Students and the College Experience" (Sandra Kerka); "Women and the Path to College" (Pamela Haag); "Making the Grade: Help and Hope for the First Generation College Student" (Kevin Mitchell); and "College Planning for Students with Disabilities" (excerpted from "How To Choose a College: Guide for the Student with a Disability"). Section 2—"Gathering Information and Narrowing Your Choices" contains articles addressing the college landscape: "Community Colleges Today: Bringing You Into the Future" (Norma G. Kent); "State and Land Grant Universities: Opportunities and Choices" (National Association of State Universities and Land-Grant Colleges); "The Benefits of the Private, Liberal Arts College Experience" (Alan Splete); "The Case for All-Black Colleges" (William H. Gray, III); "Women's Colleges: A Legacy of High-Achieving Women" (Jadwiga S. Sebrechts); "Tribal Colleges: Tradition, Heritage, and Community" (Gerald Carty Monette); "Career Colleges: Preparing for the Job Market" (Kevin Mitchell); "At the Fork in the Path: Some Guidance from the Research" (Adrianna Kezar); and "How Colleges Are Changing" (Adrianna Kezar). The "College Planning Section" begins with two introductory articles: "Planning for College: Some Issues for Students and Parents To Consider" (Jim Montague); and "College Preparation Checklist for Students" and "Financial Preparation Checklist for Parents" (from the U.S. Department of Education's "Preparing Your Child for College, 1996-97 Edition"). Section 3—"Making Decisions" consists of: "Using Decision-Making Tools: A Compass on the Path" (Patricia Wood and Adrianna Kezar); and "College Selection and the Internet" (Kenneth E. Hartman). Section 4—"Succeeding on Your Chosen Path" contains: "Tips for Being Successful on Your Path: Don't Get Tripped Up!" (Adrianna Kezar); "Looking Back: Advice from Two Students on the Path" (Jennifer Lauver and Katherine Semrau); and "Graduate School: Some Resources for the Future" (Nancy A. Gaffney). Section 5—"Library" consists of print and electronic resources on college choice and attendance, compiled by Patricia Wood. (SWC)

ED 413 889 IR 018 660

Ely, Donald P.

The Field of Educational Technology: Update 1997. A Dozen Frequently Asked Questions. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-09

Pub Date—1997-12-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last); URL: http://ericir.syr.edu/ithome

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Educational Resources, *Educational Technology, Employment Opportunities, Higher Education, Information Sources, Information Technology, *Intellectual Disciplines, Professional Associations, Publications, Scholarly Journals, Textbooks

Identifiers—ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (AEF)

ED 415 838 IR 018 689

Catalog of ERIC Clearinghouse Publications. 1997.

ACCESS ERIC, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-97-2516

Pub Date—1997-00-00

Contract—RR92024001

Note—149p.; This catalog is updated and published annually.

Available from—ACCESS ERIC, 2277 Research Boulevard, 7A, Rockville, MD 20850-3172 ($12); phone: 1-800-538-3742.

Pub Type— ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Catalogs, Directories, *Educational Resources, *Information Sources, *Publications, Reading Materials

Identifiers—*ERIC Clearinghouses

This "Catalog of ERIC Clearinghouse Publications" highlights more than 1400 education publications prepared by the Educational Resources Information Center (ERIC) Clearinghouses and currently in print and available. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include: parent brochures—short, informative articles designed for teachers, parents, and the general public; directories and resource guides—publications that direct users to primary sources of information; ERIC Digests—brief documents summarizing current information on specific education topics; ERIC Monographs/Reports—more comprehensive publications that summarize research in a particular field, analyze new teacher methods, highlight recent studies, and examine education trends; and searches and annotated bibliographies—publications that direct readers to carefully selected materials organized by topic area. The catalog provides ordering information and prices and includes a subject index to help locate publications in specific areas of interest. The subject index also has reference information to the appropriate ERIC Clearinghouse or support component to order publications. A list of addresses, telephone numbers, and Internet addresses for specific Clearinghouses is provided. (SWC)

ED 418 699 IR 056 227

Eisenberg, Michael B. Berkowitz, Robert E.

Helping with Homework: A Parent's Guide to Information Problem-Solving.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ISBN-0-937597-42-2; IR-102

Pub Date—1996-06-00

Contract—RR93002009

Note—172p.; For ERIC Digest of same name, see IR 056 251.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 ($20, plus $3 shipping and handling).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Access to Information, Computer Uses in Education, Elementary Secondary Education, *Homework, Information Seeking, *Information Skills, Information Utilization, Internet, *Learning Strategies, Library Skills, *Parent Role, *Problem Solving, Research Skills, Student Role, Study Skills, *Thinking Skills, Users (Information)

Identifiers—Conceptual Frameworks, ERIC

The purpose of this book is to help parents become partners in their children's success in school by offering them practical ways to help with homework and assignments. Parents can use the Big Six Skills information problem-solving process to effectively deal with the abundance of information available from many sources and guide their children through school assignments. The Big Six Skills apply to any problem or activity that requires a solution or result based on information: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation. There are six chapters in the book: (1) "The Big Six Approach: A Framework for Helping Children"; (2) "What Your Children Face Every Day in School: Assignments"; (3) "The Big Six Applied: A Framework for Helping Children with Homework"; (4) "Computers, the Internet, and Other Technologies: Can They Really Make a Difference?" (5) "Assisting with Assignments: Examples from Various Subjects"; and (6) "Bringing It All Together: A Parent Conversation with Mike and Bob." Appendices include the Big Six Assignment Organizer, applying the Big Six to sample homework assignments, Big Six Skills overhead transparency masters and bookmark, background information on the Educational Resources Information Center (ERIC), and a selected bibliography of ERIC documents. (Author/SWC)

ED 420 302 IR 018 923

Kosakowski, John

The Benefits of Information Technology. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-04

Pub Date—1998-06-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Attitudes, *Computer Uses in Education, Educational Technology, Evaluation Methods, *Instructional Effectiveness, Online

Systems, Program Implementation, Student Attitudes

Identifiers—ERIC Digests, *Technology Integration, *Technology Role

To be effective, technology cannot exist in a vacuum, but must become part of the whole educational environment. New measures of evaluation are under development which would help to better define the role of technology in its wider context. This ERIC digest summarizes the observed benefits of technology implementation and addresses the importance of evaluating the effects of technology on learning. Discussion includes: applications of technology to basic and advanced skills; effects of technology on student attitudes; online technologies; use of technology by teachers and administrators; factors that help technology succeed; and evaluation of the impact on technology. Contains 16 references. (AEF)

ED 420 303 IR 018 924

Bennett, Blythe A.

Internet Resources for K-8 Students. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-03

Pub Date—1998-06-00

Contract—R93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Resources, *Elementary School Students, Elementary Secondary Education, *Information Sources, Instructional Materials, *Intermediate Grades, *Internet, Online Searching

Identifiers—Electronic Resources, ERIC Digests, *Web Sites

Although there are many content-rich resource sites for elementary and middle school students on the World Wide Web, finding such sites can often be difficult. This ERIC Digest describes K-8 curriculum related Web sites that will be of interest to students, teachers, parents, and librarians. The following types of sites are listed: collections of sites; science-related sources; math; social studies; current events; literature; reference materials online; search directories for kids; Web sources for information on new sites for kids; and listservs for information on new sites for kids. Also included are two books useful for finding more K-8 Internet Sites. (AEF)

ED 420 304 IR 018 925

Kasowitz, Abby

Tools for Automating Instructional Design. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-01

Pub Date—1998-06-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programming), *Computer Assisted Design, Computer Oriented Programs, Expert Systems, *Instructional Design, Instructional Effectiveness, Instructional Improvement, *Instructional Materials, Management Information Systems, Material Development

Identifiers—ERIC Digests

The instructional design process encompasses a set of interdependent phases including analysis of learners, contexts and goals; design of objectives, strategies and assessment tools; production of instructional materials; and evaluation of learner performance and overall instructional design effort. Automated instructional design (AID) tools assist instructional designers and others in creating instructional products to improve learning. In general, AID tools that support the planning and evaluation phases of ID are not as widely used by practitioners as tools that focus on the authoring and media production phases. Regardless of its strength or approach, the value of a particular tool or type of system is measured by how well it can support a particular designer's task. This ERIC Digest focuses on four types of tools that guide users through the ID process: expert systems, advisory systems, information management systems, and electronic performance systems. Authoring tools are also mentioned as popular mechanisms for supporting the production of computer-based instruction. (AEF)

ED 420 305 IR 018 926

Morgan, Nancy A. Batovsky, Steven

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1998. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-05

Pub Date—1998-06-00

Contract—RR93002009

Note—4p.; For Part II, see IR 018 927.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Computer Assisted Instruction, *Educational Resources, Elementary Secondary Education, Government Publications, Grants, Information Networks, Information Policy, Information Sources, Instructional Materials, *Internet, Lesson Plans, Library Catalogs

Identifiers—Electronic Resources, ERIC Digests

Through state and regional education networks and commercial providers, the vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This ERIC Digest lists a sample of no cost Internet resources of special interest to K-12 educators (resources and addresses are subject to change). Highlights include: guides to Internet resources; lesson plans and teaching materials; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; e-rate information; federal government information; state education departments; standards-based education; reference resources; library catalogs; and other resources. (AEF)

ED 420 306 IR 018 927

Morgan, Nancy A. Batovsky, Steven

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1998. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-06

Pub Date—1998-06-00

Contract—RR93002009

Note—4p.; For Part I, see IR 018 926.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Uses in Education, *Educational Resources, *Electronic Mail, Elementary Secondary Education, Information Networks, *Information Services, Information Sources, *Internet, Listservs

Identifiers—ERIC Digests, Question Answering, USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Question Answering services, listservs, and Usenet newsgroups are listed. (Author/AEF)

ED 420 307 IR 018 928

Fulton, David

E-rate: A Resource Guide for Educators. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-98-07

Pub Date—1998-06-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Resources, *Federal Programs, *Information Services, Information Sources, *Internet, *Telecommunications

Identifiers—*Connectivity, *E Rate, ERIC Digests, Federal Communications Commission, Web Sites

On May 7, 1997, the Federal Communications Commission (FCC) adopted a Universal Service Order outlining a plan to guarantee that all eligible schools, libraries, and rural health care providers have affordable connections to the Internet. By making $2.5 billion available annually, this program will provide discounts (commonly known as the E-rate) to eligible organizations on certain telecommunications services. This ERIC Digest lists resources containing background information, instructions, application forms, help lines and other useful information (resources and addresses are subject to change) related to the E-rate. Resources are listed under the following headings: Web Sites; FCC Sites; Department of Education Sites; Other E-Rate Sites; and Listserv Discussion Groups. (Author/AEF)

JC

ED 411 023 JC 970 497

Foote, Elizabeth

Collaborative Learning in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-97-09

Pub Date—1997-06-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Comparative Analysis, *Cooperative Learning, *Course Objectives, Group Activities, Group Dynamics, Interpersonal Competence, *Outcomes of Education, Program Effectiveness, Self Evalua-

tion (Individuals), *Student Attitudes, Two Year Colleges

Identifiers—ERIC Digests

Collaborative learning refers to small-group instruction that incorporates five elements: clear, positive interdependence among students; group self-evaluation; interpersonal behaviors that promote each member's learning; individual accountability; and frequent use of small-group social skills. These elements have been implemented in colleges across the country. "As Worlds Collide," a culture and community course at Central Arizona College, has combined history, social psychology, and communications studies. Learning outcomes have included improved writing and social skills and awareness of others' values and beliefs. In a science literacy course at Indiana's Ivy Tech State College, active, problem-based learning and critical thinking skills were taught. Responses to student surveys indicated enthusiasm for the teaching method. New Jersey's Brookdale Community College enhanced a public speaking course with group activities related to research and presenting speeches. While post-course surveys found that teachers felt that none of the anticipated benefits had accrued, students felt that the course helped reduce performance anxiety. Kansas Community College also undertook a study of collaborative sociology and psychology courses, finding no significant differences between grades among 50 students in collaborative courses and 100 in traditional classes. Finally, the "History of Western Civilization" course at Alabama's Calhoun Community College used collaborative learning and learning contracts. Students responded positively but many failed to meet their own set goals. While collaborative learning may be an effective teaching method, meeting teacher and student expectations depends upon program structure and student participation. (JDI)

ED 411 929 JC 970 542

Foote, Elizabeth

Community Colleges: General Information and Resources. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-01

Pub Date—1997-10-00

Contract—RR93002003

Note—4p.; For the 1995 edition of this digest, see ED 377 911.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, *Community Colleges, Enrollment, *Financial Support, Internet, National Surveys, Organizations (Groups), *Student Characteristics, *Teacher Characteristics, *Two Year Colleges

Identifiers—ERIC Digests

This digest offers general information about American community colleges and lists a variety of sources of additional information about these institutions. The digest provides the defining characteristics of community colleges and information on their curricula; statistics on enrollments and student characteristics; information on faculty characteristics; information on revenue sources; the names and addresses of nine organizations concerned with community college education; a list of periodicals focusing on community colleges; information on available Internet resources, including selected listservs, gophers, and Usenet news groups; and a bibliography of 16 major publications on community colleges. The digest notes that: (1) there are 1,364 public community colleges and 437 private two-year institutions in the United States; (2) 42% of all first-time, full-time freshmen enroll in community colleges; (3) in fall 1993, credit course enrollment totaled 2 million full-time and 3.5 million part-time students nationally; (4) the average student age is 32 years, though the modal age is 19; (5) 57.8% of all community college students are women; (6) 69.8% of community college students are Caucasian, 11.1% are African-American, 10.5% are Hispanic, 4.6% are Asian, 1.1% are Native American, and approximately 1% are non-resident aliens; (7) approximately 46.4% of all minorities enrolled in higher education are attending two-year colleges; (8) community colleges employ 76,413 faculty, with 69% employed on a part-time basis and 63.9% holding a master's degree; (9) the average salary for faculty was $42,101 in 1992; (10) state appropriations accounted for 43% of the operating revenues in fall 1992, while tuition accounted for 22%; and (11) average charges for tuition in 1996 were $1,245 at public community colleges and $11,502 at private two-year colleges. (ECF)

ED 412 999 JC 970 555

Dillon, Connie L., Ed. Cintron, Rosa, Ed.

Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9842-7; ISSN-0194-3081

Pub Date—1997-00-00

Contract—RR93002003

Note—117p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription: $55 individuals, $98 institutions, agencies, and libraries)

Journal Cit—New Directions for Community Colleges; v25 n3 Fall 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Acceleration (Education), Access to Education, Accreditation (Institutions), Community Colleges, *Distance Education, *Educational Change, *Educational Policy, Intellectual Property, National Standards, State Government, Two Year Colleges

Identifiers—Virtual Classrooms

Focusing on distance education in the community college, this volume explores issues related to administrative support, state-level policy, national standards, and copyright. The following article are provided: (1) "Distance Education as a Catalyst for Changing Teaching in the Community College: Implications for Institutional Policy (Arlene H. Parisot); (2) "Changing the Way We Teach by Changing the College: Leading the Way Together" (Douglas H. Lape, Patricia K. Hart); (3) "From the Margin to the Mainstream: State-Level Policy and Planning for Distance Education" (Patricia Kovel-Jarboe); (4) "Seamless Education through Distance Learning: State Policy Initiatives for Community College/K-12 Partnerships" (Suzanna Spears, Randy L. Tatroe); (5) "Reducing Time-to-Degree with Distance Learning: Are We Closer Now Than When We Started?" (Patrick Dallet, John H. Opper); (6) "Localizing National Standards for Evaluation of Distance Education: An Example from a Multistate Project" (Christine K. Sorensen); (7) "Implications of a Virtual University for Community Colleges" (Sally M. Johnstone, Stephen Tilson); (8) "Who Sets the Standards? Accreditation and Distance Learning" (Barbara Gellman-Danley); (9) "Ownership and Access: Copyright and Intellectual Property in the On-line Environment" (Marina Stock McIsaac, Jeremy Rowe); (10) "Distance Education and the Community College: From Convention to Vision" (Connie L. Dillon, Rosa Cintron). (ECF)

ED 413 965 JC 980 018

Ignash, Jan M., Ed.

Implementing Effective Policies for Remedial and Developmental Education. New Directions for Community Colleges, Number 100.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9893-1; ISSN-0194-3081

Pub Date—1997-00-00

Contract—RR93002003

Note—106p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription: $55 individuals, $98 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v25 n4 Win 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, College School Cooperation, Community Colleges, *Developmental Studies Programs, *Educational Policy, Educational Strategies, *Program Effectiveness, *Remedial Programs, Research Utilization, Student Financial Aid, Student Placement, Two Year Colleges

Focusing on the debate over the need for and appropriateness of remedial/developmental programs in higher education, this volume addresses policy issues related to the provision of such programs and presents state, national, and case study data. The following nine chapters are provided: (1) "Who Should Provide Postsecondary Remedial/Developmental Education?" (Jan M. Ignash); (2) "Remedial/Developmental Education Approaches for the Current Community College Environment" (Virginia K. McMillan, Scott J. Parke, and Carol A. Lanning); (3) "Mandatory Assessment and Placement: The View from an English Department" (Dorothy M. Berger); (4) "Structured Versus Laissez-Faire Open Access: Implementation of a Proactive Strategy" (Richard Fonte); (5) "Quality Versus Quantity in the Delivery of Developmental Programs for ESL Students" (Reuel Kurzet); (6) "Community College/High School Feedback and Collaboration: Preventive Measures" (Deborah K. Richey, Jeanette Mathern, Carol S. O'Shea, and Shelby J. Pierce); (7) "Using Research To Evaluate Developmental Education Programs and Policies" (Julie Weissman, Carole Bulakowski, and Marci J. Jumisko); (8) "Financial Aid and the Developmental Student" (Michael B. Goldstein); and (9) "Sources and Information About Remedial/Developmental Education Programs" (Kristen J. McKinney). (BCY)

ED 414 960 JC 970 528

McKinney, Kristen

The Use of Computer Data Systems in Academic Counseling: Outcomes for Community College Students. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-97-10

Pub Date—1997-10-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Academic Records, Community Colleges, Computers, Counseling Techniques, Data Analysis, *Data Collection, Information Systems, Information Utilization, Intervention, Program Effectiveness, School Holding Power, Student Attrition, Two Year Colleges

Identifiers—ERIC Digests, Miami Dade Community College FL, Midlands Technical College SC, Portland Community College OR

This Digest discusses computer assisted advisory practices currently in use in community colleges, outlining the types of data collected and how they are used, including the use of tracking to plan interventions for at-risk students. Enhanced computer technology has improved the effectiveness of academic advising by enabling more thorough and efficient data collection and analysis. Florida Community College has utilized an innovative application of computerized data systems to allow tracking of student progress and improve retention. Entering students must submit an outline of their goals and fields of study, which are periodically

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scanned for progress. Intervention strategies can then be employed to improve performance and retention. Portland Community College in Oregon utilizes their computerized database to review transcripts and course offerings to help students plan their upcoming schedules. The goal, again, is to increase academic success and retention. Midlands Technical College in South Carolina pairs computerized transcript information with staff training initiatives of developmental academic advising to reduce attrition, increase utilization of services, and involve students in orientation and advising programs. Miami Dade Community College in Florida provides students with mid-semester progress reports so that they can take action to improve if need be. Little consensus has been reached on the overall effectiveness of computer-based academic intervention strategies. They do, however, appear to be most successful when technology is paired with human resources. (YKH)

ED 414 961 JC 970 580

Schuyler, Gwyer

A Paradigm Shift from Instruction to Learning. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-02

Pub Date—1997-11-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Change, Educational Improvement, Educational Objectives, *Educational Principles, Institutional Mission, Models, *Role of Education, Two Year Colleges

Identifiers—ERIC Digests

Although most educators agree that the primary goal of education is student achievement, many believe that this goal has become incongruent with the way that educational institutions function. Community college professionals, in particular, have taken the lead in proposing a new paradigm of learning for the educational process. This digest will review the arguments and recommendations of supporters of the "learning paradigm" which involves a holistic and system-wide shift from the existing instructional paradigm to place the goal of learning first in all policies, programs, and practices. This requires the following: (1) judging institutional success in terms of the quality of student learning; (2) sharing responsibility for learning between students and colleges; (3) developing seamless delivery systems that provide access to educational services; (4) viewing the institution itself as a learner; (5) creating environments that let students discover and construct knowledge for themselves; (6) implementing new learning technologies; (7) hiring faculty whose primary responsibility is designing learning methods; (8) implementing cross- or non-disciplinary teams of specialists working to increase student competency; (9) providing individualized education that involves mastery of intellectual frameworks, rather than short-term retention; and (10) developing organizational climates that emphasize student learning. Enough challenges exist to bringing about this new paradigm, including entrenched time- and place-bound educational systems, active support for the movement among promoters of educational technology and the technology industry itself make it more likely that these reforms will be implemented. (BCY)

ED 415 919 JC 980 052

Shankar, Kalpana

Internet Resources for Community College Practitioners. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-03

Pub Date—1998-01-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Community Colleges, *Computer Mediated Communication, Computer Networks, Database Producers, *Databases, *Educational Resources, Electronic Publishing, *Information Sources, Information Systems, Information Technology, *Internet, Online Systems, Resource Materials, Two Year Colleges

Identifiers—ERIC Digests

Internet resources provide a library of information to community college practitioners. Guides to these online resources include Yahoo!, Alta Vista, and Hotbot. Community college Internet sites, valuable research tools, are available for the American Association of Community Colleges, the League for Innovation in the Community College, the National Center for Technology Planning, the National Center for Higher Education Management Systems, Community College Press, the Community College Web, Education Virtual Library, and the ERIC Clearinghouse for Community Colleges. Reference resources include Florida Tech Education Gopher, Libraries of Purdue University, and the Internet Public Library. Governmental information is provided by the U.S. Department of Education, the Library of Congress, THOMAS, and the U.S. Census Bureau. Library Catalogues can be found at the home institution's library web page, The Book Wire Index, and the Library of Congress. Systems operators can be contacted for access to usenet newsgroups. Listservs, or distribution centers for e-mail messages, can be obtained from the ERIC Clearinghouse for Community Colleges. Technical Assistance is provided by AskERIC and the Online Writing Lab at Purdue University. (YKH)

ED 416 934 JC 980 137

Tobolowsky, Barbara

Improving Transfer and Articulation Policies. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-05

Pub Date—1998-03-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), College Preparation, College School Cooperation, Community Colleges, *Intercollegiate Cooperation, Policy Analysis, School Policy, School Role, Student College Relationship, Student Needs, *Transfer Policy, Transfer Programs, Transfer Rates (College), Transfer Students, Two Year Colleges

Identifiers—ERIC Digests

This digest examines community college transfer and articulation and presents suggestions for more effectively meeting the needs of students. Community colleges should provide a base of education, vocational or general, which enables students to transfer successfully to a four-year institution, reenter the workforce, and/or advance their careers. To ensure the smooth transition of students transferring to a baccalaureate institution, community college faculty and administrators must also collaborate with their university peers to develop a seamless transfer curriculum. Evaluating the success of community colleges in this articulation and transfer process is often difficult, due to the complexity of the assessment process and the many variables involved. Various methods for calculating transfer rates that result in a large range of different outcomes are listed. More accurate models, which also take transfer readiness into consideration, have been developed as well, and provide an improved measure of transfer student success. While no standard measure of transfer rates exists, each methodology offers insight into a community college's effectiveness in serving its ever-changing population. (YKH)

ED 416 935 JC 980 138

Iwanaga, John

Presidents and Trustees in Partnership. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-04

Pub Date—1998-02-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, *Administrator Role, Board of Education Policy, *Board of Education Role, Boards of Education, *College Governing Councils, *College Presidents, Communication Skills, Community Colleges, Crisis Intervention, Governing Boards, Organizational Communication, Partnerships in Education, *Trustees, Two Year Colleges

Identifiers—ERIC Digests

This digest discusses the relationship between community college trustees and the president, focusing on the necessity of establishing a rapport before times of crises. It is vital that the roles of both parties be clearly defined, and that each has a mutual responsibility to inform the other in an emergency. The president should embody the principles of adaptability and sound personal judgment, and act as a spokesperson directing the communication and planning processes. Since communication is essential to maintaining a relationship, measures such as presidential evaluations and process improvement teams should be employed to facilitate dialogues between the two parties and foster competent trustee leadership. If this communication is characterized by trust and openness, an effective relationship between the board and president should develop—one that withstands, and even assuages, times of crises. (YKH)

ED 416 940 JC 980 144

Yamasaki, Erika

Effective Policies for Remedial Education. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-JC-98-06

Pub Date—1998-03-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, Developmental Studies Programs, Educational Policy, *Educational Research, English (Second Language), Financial Needs, Government School Relationship, *High Risk Students, Higher Education, Partnerships in Education, Program Costs, Program Development, Program Effectiveness, *Remedial Instruction, Remedial Programs, School Role, Student Characteristics, Two Year Colleges

Identifiers—ERIC Digests

This digest reviews the role of community colleges in delivering remedial education. With demand for remediation increasing, community colleges are under pressure to provide, with very limited financial resources, the bulk of developmental courses for students. In finding effective solutions to this dilemma, policy makers should consider a broad base of information, including student demographics, characteristics of successful programs, and program assessments. This information, coupled with data on student age and ethnicity, extent of necessary remediation, and English as a Second Language needs can guide policy makers in

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allocating funds where they are most needed. Proactive strategies community colleges can take to help developmental students include foregoing the lenient, open-door policy for a more structured one that enforces prerequisites and mandatory courses. Collaborative partnerships between community colleges and their feeder high schools have also proven effective in reducing costs and lessening the need for postsecondary remediation costs. (YKH)

ED 416 941 JC 980 145

Oromaner, Mark

Faculty and Staff Development. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-07

Pub Date—1998-04-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Faculty, Community Colleges, Educational Change, Educational Practices, *Faculty Development, Institutional Mission, *Organizational Objectives, School Personnel, *Staff Development, Teaching Methods, Two Year Colleges

Identifiers—ERIC Digests, Hudson County Community College NJ

This digest describes faculty and staff development as crucial elements for institutional effectiveness and quality. These programs allow faculty to improve instructional material, keep abreast of new technology and methods, and network with colleagues. When change takes place, perhaps through reorganization, restructuring, or a change in institutional mission, developmental activities can orient new employees and help continuing employees accept and adjust to new realities. For example, in 1993, Hudson County Community College (HCCC) transformed its mission from a limited career-oriented institution, to a comprehensive community college. The college has since devoted its efforts to activities that serve its new goals: community building, professional growth, personal growth, recognition, and appreciation. Like HCCC, community colleges should clarify their goals before implementing developmental programs, and consider faculty and staff participation. They must decide whether a program will focus on the person or their particular role, create a neutral environment if it is to serve all employee categories, determine who is to be served, and obtain advice and support from various sources, including colleagues, committee members, and the college president. Colleges must implement and integrate programs that are responsive to both its employees and the institutional mission. Contains 10 references. (YKH)

ED 417 783 JC 980 181

Rifkin, Tronie

Differences between the Professional Attitudes of Full- and Part-Time Faculty.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-04-27

Note—25p.; Paper presented at the American Association of Community Colleges Convention (Miami, FL, April 27, 1998).

Pub Type— ERIC Publications (071) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjunct Faculty, Attitude Measures, Community Colleges, *Comparative Analysis, Educational Attitudes, *Faculty College Relationship, *Full Time Faculty, Integrity, Knowledge Base for Teaching, *Part Time Faculty, Professional Autonomy, *Teacher Attitudes, *Teacher Characteristics, Teacher Effectiveness, Teacher Evaluation, Teacher Expectations of Students, Teacher Student Relationship, Two Year Colleges

To determine the differences between the professional attitudes of full- and part-time instructors, this study was conducted on a national sample of community college faculty. The study's research design examined the attitudes expressed by faculty members on five dimensions discerned from the sociological literature on professionalism: knowledge acquisition, integration, application, and practice (scholarship); service ethic; autonomy; commitment to a calling; and integrity. Every third college listed in the 1995 American Association of Community Colleges Directory was invited to participate in the study, with a random sample of faculty chosen from participating community colleges. Surveys recorded participant attitudes toward professionalism, individual and demographic details, teaching positions, and allowed for comments. The response rate was 73%. Results suggested that part-time faculty have lower levels of involvement in knowledge acquisition and other forms of scholarship, higher expectations for students, less autonomy from the institution, and make less effort to maintain educational integrity than full-time faculty. There were no differences between full- and part-time faculty regarding service orientation to students and commitment to the occupation. Contains 40 references. (YKH)

ED 417 784 JC 980 182

Rifkin, Tronie

Issues Surrounding the Community College Collegiate Function: A Synthesis of the Literature.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-04-24

Note—23p.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, Articulation (Education), *College Curriculum, College Faculty, College Preparation, *College Role, *College Transfer Students, *Community Colleges, *Curriculum Evaluation, Data Collection, Educational Assessment, Educational Counseling, Educational Research, Information Systems, *Liberal Arts, Partnerships in Education, Services, Student Motivation, Transfer Policy, Two Year Colleges

Studies show that community colleges with more liberal arts courses have higher rates of transfer to four-year institutions than those with a less general curriculum. This paper surveys the research conducted on the community college collegiate function in order determine the influence of the liberal arts curriculum and student support services on student transfer and baccalaureate attainment. The liberal arts curriculum aids student transfer by contributing to academic preparation, which literature has deemed the most important factor in transfer success. Articulation agreements and faculty collaboration with four-year institutions are also integral aspects of transfer, along with student support services that provide information and counseling, periodic assessments, and efforts to increase motivation. However, lack of time, money, and technological capacity may cause difficulties in sustaining the collegiate function in community colleges. In addition, inconsistent means of measuring transfer and collecting data between schools make transfer assessment difficult. One way of strengthening the role of community colleges in higher education is to measure the contribution the liberal arts curriculum makes to the transfer function in terms of student academic competencies. The role of transfer arrangements and faculty collaboration between two- and four-year colleges on the collegiate function should also be explored. Contains 38 references. (YKH)

ED 417 787 JC 980 185

Anandam, Kamala, Ed.

Integrating Technology on Campus: Human Sensibilities and Technical Possibilities. New Direction for Community Colleges, Number 101.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-4234-0; ISSN-0194-3081

Pub Date—1998-00-00

Contract—RI93002003

Note—106p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription: $55 individuals, $98 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v26 n1 Spr 1998

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, Educational Improvement, *Educational Innovation, *Educational Technology, Futures (of Society), Information Technology, Institutional Mission, Instructional Innovation, *Program Implementation, Teaching Methods, *Technological Advancement, Technology Education, Two Year Colleges

Identifiers—Technology Implementation

The 11 essays in this volume discuss integrating technology into the community college campus, review implementation strategies, and describe the possibilities of institutional transformation. The following articles are provided: (1) "Technology as a Catalyst for Reinventing an Institution" (Kathryn J. Neff); (2) "Navigating the Organizational Maze: Reengineering to Advance the Technology Agenda" (Barbara Gellman-Danley and Robert G. Teague); (3) "Using Technology to Transform the College" (Stephen C. Ehrmann); (4) "Learner-Centered Strategy for Investments in Technology in Community Colleges" (Ronald D. Bleed); (5) "Humanizing the Integration of Technology" (Terry J. Moran and Michele Payne); (6) "Planning Comprehensively and Implementing Incrementally in an Age of Tightening Budgets" (John P. Mastroni, Celeste Marie Schwartz); (7) "Project SYNERGY: An Enduring Collaboration for a Common Cause" (Kamala Anandam); (8) "Faculty Compensation and Obligation: The Necessity of a New Approach Triggered by Technology Integration" (Robert D. Allison and David C. Scott); (9) "What are Community Colleges to Do When Disney and Microsoft Enter the Higher Education and Training Market?" (Don Doucette); (10) "A Call for Action" (Kamala Anandam); and (11) "Sources and Information: Identifying and Implementing Technologies for Higher Education" (Janel Ann Soule Henriksen). An index is included. (YKH)

ED 420 345 JC 980 293

Levin, John Stewart, Ed.

Organizational Change in the Community College: A Ripple or a Sea Change? New Directions for Community Colleges, Number 102.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-4235-9; ISSN-0194-3081

Pub Date—1998-00-00

Contract—RI93002003

Note—115p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription: $57 individuals, $107 institutions, agencies, and libraries)

Journal Cit—New Directions for Community Colleges; v26 n2 Sum 1998

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrative Change, Administrative Policy, Annotated Bibliographies, College

Administration, College Planning, *Community Colleges, *Educational Change, Feminist Criticism, Governance, Models, *Organizational Change, Organizational Theories, Strategic Planning, Two Year Colleges

This journal focuses on organizational change within the community college and its reflection of social movement and institutional identity. The first article, "Organizational Change and the Community College," by John Stewart Levin, demonstrates how change determines the character of the institution. "In Search of Vision and Values: The Minnesota Higher Education Merger," by Steven Wallace, explores the historical content and possible implications of the 1990's Minnesota Higher Education merger. "Shared Governance in California," by Kenneth B. White, questions the outcomes of California community colleges' shared governance. "An Organizational Response to Welcoming Students of Color," by Berta Vigil Laden, offers an organizational model for inviting Latino students into community colleges. "Making Sense of Organizational Change," by John Stewart Levin, provides explanations of generated change. "Managing Change: A Case Study in Evolving Strategic Management," by Linda Thor, Carol Scarafiotti, and Laura Helminski, presents an institution that alters practices to meet learner needs. "The Urban Community College in the Midst of Change," by J. Marie Pepicello and Marsha Hopkins, analyzes approaches to facilitating adaptive, interactive administrative behavior. "A Feminist Critique of Organizational Change in the Community College," by Barbara Townsend and Susan Twombly, addresses current literature through a feminist perspective. "The Postmodern Challenge: Changing Our Community Colleges," by William Bergquist, compares community colleges with postmodern organizations and makes suggestions for improvement. The final article, "Sources and Information on Organizational Change in the Community College," by Elizabeth Foote, provides an overview of ERIC literature, which includes models of organizational transformation, case studies, and strategies for change. (YKH)

ED 421 178 JC 980 322

Ercegovac, Zorana; Yamasaki, Erika

Information Literacy: Search Strategies, Tools & Resources. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-08

Pub Date—1998-05-00

Contract—RR93002003

Note—4p.

Available from—http://www.gse.ucla.edu/ERIC/eric.html

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—College Role, *Community Colleges, *Educational Needs, Educational Objectives, Futures (of Society), *Information Literacy, *Information Seeking, *Information Utilization, Search Strategies, Student Needs, Two Year Colleges

Identifiers—Eric Digests

Information literacy, or the ability to seek and effectively utilize information resources, has become a critical tool in the Information Age. Community colleges, as gateways to higher education, have an important role in equipping students with this ability to access and utilize information. The increasing importance of information skills has brought change to college campuses, as librarians have moved out of their roles as custodians of information to become primary instructors of research and critical thinking skills. An abundance of resource materials has also emerged to help librarians and faculty teach these essential tools. One recently developed aid is the Information Literacy: Search Strategies, Tools & Resources (ST&R) program. Designed to enable students to become self-sustained seekers and users of information sources and digital libraries, the program takes a user-centered perspective and focuses on the intellectual aspects of locating, evaluating, interpreting, and communicating information. The program offers exercises, glossaries, and other resources related to information use, and allows students to connect automatically to electronic resources for practice. Finally, ST&R is flexible, makes use of research from wide-ranging fields, and is scalable to adapt to students with varying academic abilities. (Contains 11 references.) (BCY)

ED 421 179 JC 980 323

Yee, Jennifer Agnes

Forces Motivating Institutional Reform. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-09

Pub Date—1998-06-00

Contract—RR93002003

Note—4p.

Available from—http://www.gse.ucla.edu/ERIC/eric.html

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Change Agents, Change Strategies, *College Faculty, *Community Colleges, Competition, Curriculum Development, Diversity (Institutional), *Educational Change, Educational Legislation, Educational Technology, International Relations, Job Training, Organizational Change, Outcome Based Education, School Funds, Social Change, Teaching Methods, Technological Advancement, Two Year Colleges

Identifiers—ERIC Digests

This digest provides an overview of forces, both internal and external, driving change on community college campuses. External agents of change are: (1) societal needs and expectations, which are shifting toward multicultural diversity; (2) international competition, requiring that workers be highly skilled in adapting to international cultures; (3) educational competition, urging community colleges to contend with the private education sector in providing workforce training; (4) technological developments and the need for students to gain technological literacy; (5) legislative action that alters educational policies and practices; and (6) funding, with trimmed budgets and decreased public investment in education at the same level. forces include (1) changing academic values, with an emphasis on outcomes-based learning; (2) faculty, and the increasing importance of their relationships with students; and (3) a curricular reform that values multiculturalism. Though change is inevitable, providing accessible, quality education remains the unified goal of all community colleges. (Contains 12 references.) (YKH)

ED 421 180 JC 980 324

Keup, Jennifer Rinella

Using Technology in Remedial Education. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-10

Pub Date—1998-06-00

Contract—RR93002003

Note—4p.

Available from—http://www.gse.ucla.edu/ERIC/eric.html

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Community Colleges, Comparative Analysis, *Computer Assisted Instruction, Foreign Countries, Program Implementation, *Remedial Instruction, Remedial Programs, *Teacher Student Relationship, Two Year Colleges

Identifiers—ERIC Digests

This digest discusses two specific computer-aided instruction systems used in two-year colleges in the United States and Canada, and addresses critical points regarding system implementation in remedial education programs. As developed in the Nova Scotia Community College System in Canada, the INVEST computer system provides literacy-based instruction, adult basic education, and General Education Development (GED) Exam preparation. Pre-tests and post-tests determine the students' level of study. The INVEST system resulted in students having a greater increase in their mathematics achievement than those who underwent traditional teaching, but the increase in reading skills was not significant between the two groups. Project SYNERGY, instituted at Miami-Dade Community College (Florida), integrates a Windows-driven access module for the student with a command module for the instructor. This allows for a variety of activities that facilitate student-teacher interaction. General observations on computer-assisted remedial instruction are that the role of the instructor easily may be changed to that of the facilitator, and that collaborative learning is critical. The digest also describes certain student, faculty, and institutional traits that facilitate the success of computer-assisted remedial programs. (YKH)

ED 421 181 JC 980 325

Outcalt, Charles; Rabin, Joel

Responding to Accountability Mandates. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-98-11

Pub Date—1998-06-00

Contract—RR93002003

Note—4p.

Available from—World Wide Web: http://www.gse.ucla.edu/ERIC/eric.html

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Accountability, *College Outcomes Assessment, *Community Colleges, Educational Innovation, Government School Relationship, Program Descriptions, *Self Evaluation (Groups), State Norms, Two Year Colleges

Identifiers—ERIC Digests

In recent years, community colleges have developed innovative assessment programs to respond to more explicit state guidelines and mandates for greater accountability. In California, for example, the State Assembly began requiring community colleges to address specific educational and fiscal performance issues in assessments in 1989, while state-imposed accountability standards have also been implemented in Florida, New Jersey, and Virginia. Even in states where accountability measures are not mandated, community colleges have recognized the importance of documenting outcomes for maintaining public trust and funding, and many innovative programs have been implemented. At California's Los Rios Community College District, the Student Flow Research Model was developed to integrate external and internal data on the college's service area and enrolled student outcomes. New Jersey's Hudson County Community College recently conducted a comprehensive assessment that was closely articulated with the college's new mission statement. The assessment helped the college determine both how well it was meeting its new mission and how well it contributed to the state's master plan for education. Finally, at Florida's Pensacola Junior College, a long-term assessment program was begun in 1990 that offers flexibility and the ability to incorporate changing goals. Under the plan, institutional effectiveness is measured through 51 broad goals, while respondents are allowed to choose their own indicators. (BCY)

PS

ED 413 105 PS 025 982

Schweinhart, Lawrence J.

Child-Initiated Learning Activities for Young Children Living in Poverty. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-97-23

Pub Date—1997-10-00

Contract—RR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Classroom Environment, Classroom Techniques, Cognitive Development, *Developmental Programs, *Early Childhood Education, Economically Disadvantaged, Educational Quality, Emotional Development, Instructional Effectiveness, *Low Income Groups, Outcomes of Education, Preschool Children, Preschool Education, Social Development, Stress Variables, Teaching Methods, *Young Children

Identifiers—Child Centered Education, *Developmentally Appropriate Programs, Didactic Teaching, Direct Instruction Model, ERIC Digests, High Scope Model, Instructional Models, Planned Variation, Project Follow Through, Project Head Start

This digest discusses the findings of empirical studies on teacher-directed and child-initiated preschool programs. Three long-term preschool curriculum comparison studies—the High/Scope Preschool Curriculum Comparison, the Louisville Head Start Study, and the University of Illinois Study—were started in the 1970s. These studies indicated that academic outcomes for Direct Instruction programs were higher than those for child-initiated programs in the short term, but that child-initiated programs showed favorable adult outcomes. The national evaluation of Planned Variation Head Start (1969-72) included some 6,000 children at 37 sites, and its models included the Direct Instruction model and at least 2 child-initiated-activities models—the High/Scope model and the Enabler model. Findings from these studies indicated that teacher-directed groups had the highest academic achievement scores at the end of the preschool program, but the High/Scope group had the greatest IQ gains. The Follow Through Project (1967-95) was designed to follow through on Head Start by providing similar services from kindergarten through third grade. In this study, Direct Instruction students scored higher on academic achievement and other measures—a result that may be attributed to the grade level involved. Six early childhood curriculum comparison studies have been conducted in the past decade: one study contrasting High/Scope classes with non-High/Scope classes, and five studies contrasting developmentally appropriate practice emphasizing child-initiated activities and developmentally inappropriate practice emphasizing teacher-directed lessons. The relevant evidence from these studies suggests that preschool programs based on child-initiated learning activities contribute to children's short- and long-term academic and social development, while preschool programs based on teacher-directed lessons obtain a short-term advantage in children's academic development by sacrificing a long-term contribution to their social and emotional development. (LPP)

ED 413 106 PS 025 983

Dunn, Loraine. Kontos, Susan

Developmentally Appropriate Practice: What Does Research Tell Us? ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-97-22

Pub Date—1997-10-00

Contract—RR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Childhood Needs, Classroom Environment, Classroom Techniques, *Cognitive Development, Developmental Programs, *Early Childhood Education, Educational Practices, Educational Quality, *Emotional Development, Instructional Effectiveness, Outcomes of Education, Parent Attitudes, Parent Teacher Cooperation, Preschool Children, Preschool Education, *Social Development, Stress Variables, Teaching Methods

Identifiers—Child Centered Education, *Developmentally Appropriate Programs, Didactic Teaching, ERIC Digests

Those who advocate for developmentally appropriate practice (DAP) do so based on the conviction that these classroom practices enhance children's development and facilitate learning. This ERIC Digest examines recent research on DAP and social-emotional and cognitive development, and describes what we have learned about DAP in early childhood classrooms. The earliest studies on DAP focused on stress and emotional development. Researchers have documented that children exhibit more stress in didactic environments than in child-initiated environments. Research also indicates that classrooms characterized by child initiation appear to facilitate children's creative development and are associated with better language outcomes. Young children in DAP programs also seem more confident in their own cognitive skills. Studies also indicate that a didactic approach is not necessary to promote children's learning of academic skills, and studies following children over time suggest there may be academic benefits to DAP in the long run. Research on DAP in the classroom indicates specific results. First, developmentally appropriate practices are not the norm in early childhood programs. Although teachers endorse this pedagogical method, they often struggle with implementation. Second, parents and teachers may not agree on the value of DAP. Helping parents understand the link between DAP and basic skill acquisition may prevent potential tensions between parents and teachers over instructional methods. Third, developmentally appropriate practices create a positive classroom climate conducive to children's healthy emotional development. Fourth, researchers have only scratched the surface in understanding how developmentally appropriate practices influence children's social development. Taken together, the research favors DAP. In general, child-initiated environments were associated with higher levels of cognitive functioning. While academic environments sometimes may result in higher levels of achievement, this achievement may come at emotional costs to the child. (LPP)

ED 414 077 PS 026 087

Marion, Marian

Helping Young Children Deal with Anger. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-97-24

Pub Date—1997-12-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Anger, *Behavior Modification, Child Behavior, Conflict Resolution, Coping, Early Childhood Education, Emotional Response, Interpersonal Relationship, Self Control, *Self Management, Stress Management, *Young Children

Identifiers—ERIC Digests

Children's anger presents challenges to teachers committed to constructive, ethical, and effective child guidance. This Digest explores what is known about the components of children's anger, factors contributing to understanding and managing anger, and the ways teachers can guide children's expressions of anger. Anger is believed to have three components: (1) the emotional state; (2) the expression; and (3) an understanding of anger (interpreting and evaluating). The development of basic cognitive processes undergirds children's gradual development of the understanding of anger. These processes include memory, language, and self-referential and self-regulatory behaviors. Teachers can help children deal with anger by guiding their understanding and management of this emotion using the following practices: (1) create a safe emotional climate; (2) model responsible anger management; (3) help children develop self-regulatory skills; (4) encourage children to label feelings of anger; (5) encourage children to talk about anger-arousing interactions; (6) use books and stories about anger to help children understand and manage anger; and (7) communicate with parents to involve them in helping children learn to express emotion. Children guided toward responsible anger management are more likely than those who are not to understand and manage angry feelings directly and nonaggressively and to avoid the stress often accompanying poor anger management. (LPP)

ED 414 078 PS 026 088

Aidman, Amy

Television Violence: Content, Context, and Consequences. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-97-26

Pub Date—1997-12-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, Audience Response, Child Behavior, Content Analysis, Context Effect, *Critical Viewing, Emotional Response, Fear, Guidelines, Individual Characteristics, *Mass Media Effects, Parent Child Relationship, Parent Responsibility, Parent Role, Programming (Broadcast), Television Research, *Television Viewing, *Violence

Identifiers—ERIC Digests, Television Content Ratings System

This digest reports recent findings on violent television content, highlights the recently developed television ratings system, and offers suggestions for parental mediation of children's television viewing. The National Television Violence Study has demonstrated that not all violence is equal. Certain plot elements in portrayals of violence are considered high risk for children and should be evaluated by parents. Characterizations in which the perpetrator is attractive are especially problematic because viewers may identify with such a character. Other high-risk factors include showing violence as being justified, going unpunished, and having minimal consequences to the victim. Realistic violence is also among the high-risk plot elements. Based on reviews of social science research, it is possible to predict some effects of violent viewing in conjunction with specific plot elements, including: (1) aggressive behavior; (2) fearful attitudes about the real world; and (3) desensitization to violence. However, just as not all violence is equal, there are distinctions to be made among viewers. Characteristics such as age, experience, cognitive development, and temperament should be considered as individual factors that can interact with the viewing of violent content. To help parents determine the appropriateness of television programs, a ratings system has been developed by the television industry in collaboration with child advocacy organizations. In addition, the following sug-

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gestions may help parents reduce the negative effects of viewing television in general and violent television in particular: (1) watch television with your children to monitor what they are watching and to discuss aspects of the programs; (2) turn the program off if a portrayal is upsetting and discuss the reasons for doing so; (3) limit viewing; (4) use television program guides or a VCR for planning and screening viewing; and (5) encourage children to be critical of messages they encounter when watching television (LPP)

ED 414 098 PS 026 488

Burke, Daniel L.

Looping: Adding Time, Strengthening Relationships. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-25

Pub Date—1997-12-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, Elementary Education, *Grouping (Instructional Purposes), *Instructional Design, Parent School Relationship, Shyness, Student Attitudes, Summer Programs, Teacher Attitudes, *Teacher Student Relationship, Teaching Methods, Teaching Models

Identifiers—ERIC Digests, *Looping (Teachers)

"Looping" is an essentially simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year. This Digest explores the practitioners' perspectives on looping, the experience of European school systems, and research on looping. Practitioners report positive effects on both student academic achievement and parental involvement as a result of looping. Others cite time saved in skills assessment, the additional month of learning at the beginning of year two, deeper relationships developed with both students and parents, and the particular benefits afforded shy students as beneficial aspects. A looping classroom with an effective summer component also offers benefits similar to those of year-round schools with respect to momentum and continuity of instruction. Italian preschools, considered by some the best in the world, use a model of three-year assignments of students to teachers. Some German schools use multi-year teacher-student groupings for as long as 6 years, and credit the extended relationship time with assisting students in making the necessary brain connections learning requires. Research studies have found that students in multi-year programs exhibited higher reading and mathematics achievement scores on standardized tests than did students in the traditional grade organization. Teachers have also reported that teaching the same students for 3 years allowed them to use more positive approaches to classroom management. Another study found that students in an extended relationship school were less likely to report disliking school or to find it "boring." Additionally, these students outperformed their counterparts in the traditional school on basic skills tests. The only potential disadvantage of looping regularly mentioned is an inappropriate match, or personality conflict, between teacher and student—a situation that can occur in a traditional classroom as well. (LPP)

ED 415 001 PS 025 946

Robertson, Anne S.

If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-21

Pub Date—1997-10-00

Contract—RR93002007

Note—3p.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Failure, *Adolescents, *At Risk Persons, *High Risk Students, Intervention, Parent Role, Parent Student Relationship, Secondary Education, Student Behavior, Student Characteristics, *Student Problems, Student School Relationship, Teacher Role, Teacher Student Relationship, Transitional Programs

Identifiers—*At Risk Students, ERIC Digests, Parenting Styles, Transition to School

Many teens experience a time when keeping up with school work is difficult. Some adolescents are able to get through this time with minimal assistance from their parents or teachers. However, when the difficulties last longer than a single grading period or are linked to a long-term pattern of poor school performance, parents and teachers may need to intervene. To do so effectively, parents and teachers need to be aware of some common indicators of an adolescent at risk for school failure, including attention problems as a young child, multiple retentions in grade, poor grades, absenteeism, lack of connection with the school, behavior problems, lack of confidence, and limited goals for the future. Schools that develop programs that ease transitions for students may be able to reduce student failure rates. Parenting style may also have an impact. When the authoritative style is used—in which parents offer warmth and support in addition to limit-setting and supervision—the adolescent may be more likely to experience academic success. When an adolescent is having difficulty, parents and teachers can assist by making the time to listen to and try to understand the teen's fears or concerns; setting appropriate boundaries for behavior that are consistently enforced; encouraging the teen to participate in school activities; attending school functions; and meeting as a team, including parents, teachers, and school counselor, asking how they can support the teen's learning environment, and sharing their expectations for the child's future. Parents and teachers can also help by arranging tutoring or study group support for the teen; providing a supportive home and school environment; helping the child think about career options; encouraging the teen to volunteer in the community or to participate in community groups to provide an out-of-school support system; and emphasizing the importance of study skills, hard work, and follow-through. Contains 11 references. (LPP)

ED 417 841 PS 026 406

McClellan, Diane, Ed.

The MAGnet Newsletter on Mixed-Age Grouping in Preschool and Elementary Settings, 1992-1997.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1065-6782

Pub Date—1997-00-00

Contract—RR5593002007

Note—71p.; Some issues printed on colored paper.

Journal Cit—MAGnet Newsletter; v1 n1-v6 n1; Oct 1992-Fall-Win 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, At Risk Persons, Bullying, *Class Organization, Classroom Environment, Continuous Progress Plan, Elementary Education, Elementary School Students, *Grouping (Instructional Purposes), *Mixed Age Grouping, *Multigraded Classes, Newsletters, *Nongraded Instructional Grouping, Nontraditional Education, Parent Participation, Parent Teacher Cooperation, Parent Workshops, Piagetian Theory, Preschool Children, Preschool Education, Resource Materials, Teaching Methods

Identifiers—Caring, Looping (Teachers)

These 11 newsletter issues provide a forum for discussion and exchange of ideas regarding mixed-age grouping in preschool and elementary schools. The October 1992 issue focuses on the mixed-age approach as an educational innovation, defines relevant terms, and presents advice from Oregon teachers on teaching mixed-age groups. The March 1993 issue discusses: how children learn to care for the needs of others; preparing the environment for mixed-age grouping; and communicating with parents and visitors. a Multi-Age Classroom Observation Guide is also presented. The October 1993 issue discusses applying Piagetian theory to the mixed-age classroom; identifies the support needed to institutionalize mixed-age primary level classes; provides cautions for caregivers of mixed-age groups; and discusses use of parent workshops on the whole-language multi-age classroom. The Spring/Summer and Fall/Winter 1994 issues address student assessment in mixed-age classrooms and highlight the approach taken in individual programs. The Spring/Summer 1995 issue discusses implementing the mixed-age classroom and the benefits of mixed-age grouping. The Fall/Winter 1995 issue introduces the concept of looping and its advantages and disadvantages. The Spring/Summer 1996 issue focuses on using mixed-age grouping for at-risk students. The Fall/Winter 1996 issue examines how mixed-age grouping helps children develop social skills and a sense of belonging, and the potential risks of mixed-age grouping. The Spring/Summer 1997 issue deals with the risk of bullying in mixed-age groups. The Fall/Winter 1997 issue discusses sociodramatic play in the mixed-age setting. Regular features in most newsletter issues include "Quotable Quotes," relevant brief quotations regarding mixed-age groups; and descriptions of recent publications and other print and electronic resources. (KB)

ED 419 624 PS 026 569

Bullock, Janis R.

Loneliness in Young Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-98-1

Pub Date—1998-05-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Early Childhood Education, Emotional Problems, Friendship, Interpersonal Competence, Interpersonal Relationship, Intervention, *Loneliness, Observation, Peer Acceptance, *Peer Relationship, *Rejection (Psychology), Social Development, Social Isolation, *Teacher Role, *Young Children

Identifiers—ERIC Digests, Social Skills Training

Loneliness is a significant problem than can predispose young children to immediate and long-term negative consequences. This Digest presents an overview of loneliness, with suggestions for practitioners on how they can apply the research in early childhood settings. Children who feel lonely often experience poor peer relationships and feelings of sadness, malaise, boredom, and alienation. Factors that contribute to feelings of loneliness in young children include a family move, conflict within the home or the divorce of parents, rejection by peers, and lack of social skills. By asking children about their feelings and through careful observation, teachers can gain insights into children's loneliness. Teachers can focus on a number of different areas that may suggest signs of loneliness, including whether the child appears timid or anxious and whether the child is rejected by playmates. Children are rejected for many reasons, and teachers will need to assess the circumstances that seem to lead to the rejection. Children who are aggressive report the greatest degrees of loneliness. Teachers can point out the effects of the child's behavior on oth-

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ers, show the child how to adapt to the ongoing play, or help the child to clearly communicate feelings and desires. Children who are neglected or withdrawn also report feelings of loneliness. If children lack certain skills, the teacher can focus on giving suggestions that the child can implement. Children who are victimized by others believe that school is an unsafe and threatening place, and often express a dislike for school. Teachers can provide firm but supportive suggestions to the aggressor. Teachers can also think about how the curricula might be helpful to a child who is feeling lonely; they can also develop close relationships with children and communicate with their primary caregivers to gain valuable insights and guidance. (LPP)

ED 419 625 PS 026 570

Brophy, Jere

Failure Syndrome Students. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-98-2

Pub Date—1998-05-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Failure, Achievement, Attribution Theory, Behavior Modification, Change Strategies, *Cognitive Restructuring, Cognitive Structures, Expectation, *Failure, Goal Orientation, Helplessness, Intervention, Low Achievement, Motivation, Personality Traits, Psychological Patterns, *Self Concept, *Self Efficacy, Student Improvement, Teaching Methods, Underachievement

Identifiers—ERIC Digests, Strategy Training

Students exhibiting failure syndrome approach assignments with low expectations of success and tend to give up at early signs of difficulty. This Digest delineates the nature of failure syndrome, suggests strategies for coping with failure syndrome students, and discusses how teachers can help. Some students, especially in the early grades, show failure syndrome tendencies as part of larger patterns of emotional immaturity. Most symptoms of failure syndrome, however, develop through social learning mechanisms centered around experiences with failure. Failure syndrome students need assistance in regaining self-confidence in their academic abilities and in developing strategies for coping with failure and persisting with problem-solving efforts when they experience difficulties. Many teachers use cognitive retraining strategies with these students such as attribution training, efficacy training, and strategy training. Research has found that other strategies teachers employ to help failure syndrome students include: encouragement and shaping strategies in responding to students, engaging in supportive behaviors, providing reassurance, and making personal appeals to the student to improve performance. More effective teachers appeared to place greater emphasis on insisting on better effort and seemed to have greater confidence that the improvements the student could achieve would be stable over time. Researchers have argued that students who developed an "entity" view of ability (seeing ability as fixed and limited) can benefit from direct training designed to shift them to an "incremental" view (seeing ability as something that can be developed through practice). Teacher behaviors that encourage incremental views of ability include: acting more as resource persons than as judges, focusing students more on learning processes than on outcomes, reacting to errors as natural and useful parts of the learning process rather than as evidence of failure, stressing effort over ability and personal standards over normative standards when giving feedback, and attempting to stimulate achievement efforts through intrinsic rather than extrinsic motivational strategies. (LPP)

ED 419 631 PS 026 600

Mills, Rebecca

Grouping Students for Instruction in Middle Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-98-4

Pub Date—1998-06-00

Contract—RR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Academic Ability, *Academic Achievement, *Class Organization, Elementary Education, Elementary School Students, *Grouping (Instructional Purposes), Heterogeneous Grouping, Intermediate Grades, Junior High School Students, Junior High Schools, *Middle Schools, Outcomes of Education, School Effectiveness, Student Characteristics, Teacher Attitudes, *Track System (Education)

Identifiers—ERIC Digests, *Middle School Students

Schools use a variety of ways to group students for instruction; most prevalent in middle level schools seems to be ability grouping. Arguments once considered persuasive for ability grouping are losing influence given evidence that the practice results in few achievement benefits and several negative effects. This Digest discusses attitudes toward tracking, summarizes research on ability grouping and tracking, and provides suggestions for further research. Proponents of tracking argue that tracking helps schools meet the varying needs of students, provides low-achieving students with increased attention and a slower work pace, and allows high-achieving students to be challenged by faster-paced, more-demanding lessons. Those opposed to tracking are concerned about the perceived psychological damage to low achievers, the slower pace and lower quality of instruction, the more inexperienced or sometimes less-capable teachers assigned to teach lower-ability students, the low expectations for student performance held by teachers, and the absence of strong peer role models in classes for low-ability students. A survey of principals indicated that ability grouping is present in many middle schools, although some schools are considering implementing other strategies. Research indicated that teachers who wish to retain ability grouping are more subject centered, and those who wish to eliminate it are more student centered. Other research indicated that ability grouping makes the school schedule less flexible, and that after the elimination of tracking, teachers reported positive social benefits, positive behavioral implications, positive academic benefits, and less parental competition. Studies of mathematics tracking found no positive long-term effects for low-ability students who were placed in low-grouped classes, positive effects for average-achieving students placed in high-track classes, and no negative effects for high-achieving students in computation or problem-solving achievement and positive effects in concept development. Researchers suggest the need for further research to determine long-term effects of tracking and effective alternatives. (LPP)

ED 419 632 PS 026 601

Nord, Christine Winquist

Father Involvement in Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-98-3

Pub Date—1998-06-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Research (143)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Family Environment, Father Attitudes, *Fathers, Nuclear Family, One Parent Family, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Performance Factors

Identifiers—ERIC Digests, *National Household Education Survey

Until recently, fathers were the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that fathers' involvement in their children's schools does make a difference in their children's education. Using data from the 1996 National Household Education Survey (NHES:96), this Digest looks at the extent of father involvement in two-parent and in single-parent families, explores the types of involvement, and discusses the link between fathers' involvement and kindergartners' through 12th-graders' school performance. Findings noted include the following: (1) fathers in two-parent families are less likely than mothers in two-parent families to be highly involved in their children's schools; (2) fathers and mothers who head single-parent families are virtually identical in their level of involvement, and it is quite similar to that of mothers in two-parent families; (3) fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. Findings also indicated that in two-parent households, children are more likely to do well academically, to participate in extracurricular activities, and to enjoy school. Children are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high involvement in their schools. This finding was also true in father-only households, allowing that children living in single-parent households are, on average, less successful in school and experience more behavior problems than children living in two-parent households. The Digest concludes by noting that the low participation of fathers in two-parent families offers schools an opportunity to increase overall parental involvement by targeting fathers, and that fathers can be a positive force in their children's education. (LPP)

ED 421 281 PS 026 817

Anderman, Lynley Hicks, Midgley, Carol

Motivation and Middle School Students. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-98-5

Pub Date—1998-06-00

Contract—RR93001007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attribution Theory, Classroom Environment, *Early Adolescents, Goal Orientation, Intermediate Grades, Junior High Schools, *Middle Schools, Motivation Techniques, Personal Autonomy, Self Determination, Student Attitudes, *Student Motivation, Teacher Expectations of Students, Teacher Student Relationship, Teaching Methods, Theories

Identifiers—ERIC Digests, *Middle School Students, Middle School Teachers, Task Goal Attitudes

Research has shown a decline in motivation and performance for many children as they move from elementary school into middle school; however, research has also shown that the nature of motivational change on entry to middle school depends on characteristics of the learning environment in which students find themselves. This Digest outlines some suggestions for middle school teachers and administrators for enhancing student motivation and discusses three theories that are currently prominent and that have particular relevance for young adolescent students and their teachers. Attribution theory emphasizes that students' perceptions of their educational experiences generally influence their motivation more than the objective reality of those experiences. Through instructional practices, teachers can unknowingly communicate a range of

attitudes about whether ability is fixed or modifiable and convey their expectations for individual students. Goal theory focuses on the reasons students perceive for achieving: a task goal orientation represents the belief that the purpose of achieving is personal improvement and understanding; an ability goal orientation represents the belief that the purpose of achieving is the demonstration of ability. Studies find that the adoption of task goals is associated with more adaptive patterns of learning than is the adoption of ability goals. A third motivational theory of importance for middle school educators is self-determination theory. This theory describes students as having three categories of needs: needing a sense of competence, of relatedness to others, and of autonomy. Most of the research focuses on the last of these three needs. Within the classroom, autonomy needs could be addressed through allowing student choice and input on classroom decision making. It is important to recognize that supporting student autonomy does not require major upheaval in the classroom or that teachers relinquish the management of students' behavior. Even small opportunities for choice can increase students' sense of self-determination. Contains 13 references. (LPP)

RC

ED 413 122 RC 021 199

Miller, Bruce A. Hahn, Karen J.

Finding Their Own Place: Youth in Three Small Rural Communities Take Part in Instructive School-to-Work Experiences.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-18-8

Pub Date—1997-00-00

Contract—RR93002012

Note—120p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Exploration, Community Development, *Education Work Relationship, Educational Cooperation, *Educational Practices, Extracurricular Activities, High School Students, *High Schools, *Learning Experience, Relevance (Education), *Rural Education, Rural Schools, *School Community Relationship, Service Learning, Vocational Education

Identifiers—Secretarys Comm on Achieving Necessary Skills

This book documents community-based educational practices that hold promise for rural communities struggling to survive in difficult times. Rural schools can benefit from closer ties to community by providing opportunities for community-based learning through community service and career exploration. On the other hand, community development groups can benefit from collaboration with schools by involving students in gathering data or serving on a local task force. Such involvement helps students find a place in their own communities and presents alternatives to outmigration. This monograph helps school personnel and community members think about new ways of collaborating to integrate community-based learning opportunities with academic subjects. Chapter 1 briefly reviews research on school-to-work issues, focusing on how the unique qualities of rural communities create special challenges for the development and implementation of school-to-work programs. Chapters 2-4 portray three rural schools (in Broadus, Montana; Saco, Montana; and Methow Valley, Washington) that have worked closely with their communities to engage youth in experiences that benefit their communities and prepare youth to be productive members of a democratic society. The portraits include discussion of how lessons learned in these communities can be applied elsewhere. Chapter 5 addresses the use of policy development as a tool to garner support for school-to-work program development and innovative changes. Appendices use SCANS (Secretary's Commission on Achieving Necessary Skills) as a framework for the job skills and competencies addressed in each case study and include sample community development goals, sample evaluation forms, and an annotated bibliography of resources. Contains 39 references and an index. (SV)

ED 414 112 RC 021 225

Yerkes, Rita. Haras, Kathy.

Outdoor Education and Environmental Responsibility. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-97-6

Pub Date—1997-10-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Behavior Change, Camping, *Consciousness Raising, Elementary Secondary Education, Environmental Education, Ethics, *Outdoor Education, *Student Attitudes, Student Responsibility

Identifiers—*Environmental Attitudes, Environmental Awareness, *Environmental Responsibility, ERIC Digests

Outdoor education programs provide opportunities for students to become environmentally conscious citizens. However, awareness of environmental issues is not enough to preserve our world of limited natural resources. Students must also recognize their environmental responsibilities and change their behaviors accordingly. This digest reviews the literature on developing environmental responsibility. Various studies have shown that environmental instruction in schools and resident camp programs has positive effects on the environmental awareness and attitudes of children and adolescents. However, the link between outdoor education and development of positive environmental attitudes and responsibility was found to be weak and in need of further research. This led outdoor educators to look to related fields for techniques that have successfully created positive behavioral changes in students. Ethical behavioral change in students has not been promoted by lectures, excessive moralizing, or externally derived codes of ethics or conduct. As a result, outdoor educators have focused on environmental action activities that develop responsible behavior. Elements of successful activities and programs include outdoor experience and involvement, autonomous student behavior and problem solving, development of environmental action skills, focus on specific issues, small-group discussion, reflection, mentoring, long-term follow-up, and connection to the local community. (Contains 13 references.) (SV)

ED 414 113 RC 021 226

Romo, Harriett

Improving Ethnic and Racial Relations in the Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-97-5

Pub Date—1997-10-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, *Consciousness Raising, *Educational Environment, Educational Practices, Elementary Secondary Education, Ethnic Bias, Ethnic Relations, *Intergroup Relations, Minority Groups, Racial Bias, *Racial Relations, Social Cognition, *Student Attitudes

Identifiers—*Antibias Practices, ERIC Digests

Many patterns of racial and ethnic group relations in our schools are based on how members of a given group have been included or excluded in U.S. society. Understanding such patterns requires consideration of slavery, the discrimination faced by Southern European immigrants, the conquests of American Indians and Mexicans, the relocations of Japanese citizens during WWII, and the experiences of Cuban and Vietnamese refugees and other recent immigrants. Conflicts also exist within ethnic groups. Schools have historically helped include newcomers in American society and continue to do so. However, concerns about intergroup relations in schools have typically focused on improving relations between Whites and African Americans. Today, racial and ethnic relations are more complicated. In school, social bias and fear of "acting White" can detract from the academic achievement of minority group students. Students in multiethnic schools tend to resegregate themselves, and group segregation and stereotyping may be encouraged by certain school policies. Intergroup conflicts may be related to ethnic or racial identity, group unity, or increased peer status for group leaders. School interventions to reduce prejudice and discrimination include educational approaches that teach about group similarities and differences, draw attention to the processes of discrimination, and promote team building; a vicarious experience approach using books and films that emphasizes the commonalities of all groups; and intergroup contacts during cooperative joint activities. Structural changes include systematic integration, small class size, and use of cooperative learning techniques. (Contains 13 references.) (SV)

ED 416 042 RC 021 354

Howley, Craig. Barker, Bruce

The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-97-4

Pub Date—1997-12-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Appropriate Technology, Educational Change, *Educational Principles, *Educational Technology, Elementary Secondary Education, *Internet, Rural Areas, *Rural Education, Rural Schools, School Community Relationship

Identifiers—Contextualized Instruction, ERIC Digests, *National Information Infrastructure, *Role of Technology

This digest examines the practical significance for rural communities of the emerging national information infrastructure, highlights some potential pitfalls, and draws connections to rural education. During the 1980s, computers and computer networks became increasingly commonplace, and in the early 1990s, the Internet and World Wide Web emerged as a global trading and communications phenomenon. Today, about 65 percent of schools are connected to the Internet, and another 22 percent plan to connect within the year. Smaller and more rural schools have fewer computers and less telecommunications service. Federally mandated discounts on telecommunications services sold to schools and libraries will help defray costs in rural areas. However, the emergence of a global information infrastructure is no guarantee of development of educational forms that will sustain rural communities. Further, despite decades of expectation, computers have not yet "revolutionized" schooling. Appropriate use of technology in rural classrooms requires consideration of the purposes of rural education. Leading rural practitioners have

recommended that instruction in rural schools be contextualized, reflecting local traditions and locally defined purposes. The information infrastructure could help rural educators take better account of local contexts by providing a forum for changes in habitual ways of thinking and talking about "rural sorts of education." Strategic rules of thumb are offered for rural schools and communities considering technology implementation. Contains 14 references. (SV)

ED 418 820 RC 021 302

Harmon, Hobart Howley, Craig Smith, Charles Dickens, Ben

Planning Schools for Rural Communities.

Appalachia Educational Lab., Charleston, WV.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002012, RJ96006001

Note—9p.

Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325-1348.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Check Lists, Community Planning, *Community Schools, *Education, Facilities Planning, Elementary Secondary Education, *Rural Schools, *School Community Relationship, *Small Schools

School improvement in rural places cannot succeed without attention to the rural context of learning. Most especially, smaller schools need to be preserved and sustained in rural areas, particularly impoverished communities, for the sake of student achievement and personal development. This school improvement tool suggests the character of a "good rural community school" and briefly considers the relationships among learning, community, and facility construction in rural areas. A 20-point "Rural Community Schools' Facility Checklist" is included that reflects connections to community, curriculum, and issues related to quality of life in rural places. A resources section describes 3 helpful books and 6 organizations, and contains 10 references. (SAS)

ED 418 832 RC 021 490

Harmon, Hobart

Building School-to-Work Systems in Rural America. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-RC-97-7

Pub Date—1998-04-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Career Education, *Education Work Relationship, Educational Legislation, Elementary Secondary Education, Federal Legislation, *Labor Market, *Partnerships in Education, Rural Areas, *Rural Education, *School Business Relationship, *School Community Relationship

Identifiers—ERIC Digests, School to Work Opportunities Act 1994, Sense of Place

This digest briefly describes key components for building a local school-to-work (STW) partnership and discusses the rural context for implementing such an initiative. The School-To-Work Opportunities Act of 1994 established a national framework for each state to create STW systems that are part of comprehensive education reform, are integrated with systems developed under Goals 2000, and offer opportunities for all students to earn portable credentials in a performance-based education and training program. States applying for federal incentive implementation grants must include plans to serve rural communities and to allocate subgrants to local STW partnerships. Local partnerships consisting of employers; educators; students; and representatives of local education agencies, postsecondary institutions, and labor organizations must implement programs that provide work-based learning, school-based career learning, and connecting activities. The context of rural STW programs may include persistent poverty, informal arrangements between employer and employees, remote location, or dependency on a single industry. Some parents and community leaders fear that STW programs will actually undermine local economic development by training students to leave their communities. However, the ultimate success of STW partnerships may be in giving rural students a better understanding of the rural place in which they live, and may someday work. (Contains 14 references.) (SV)

ED 420 461 RC 021 543

Haas, Toni Nachtigal, Paul

Place Value: An Educator's Guide to Good Literature on Rural Lifeways, Environments, and Purposes of Education.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—National Library of Education (ED/OERI), Washington, DC.

Report No.—ISBN-1-880785-19-6

Pub Date—1998-00-00

Contract—RR93002012

Note—78p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325-1348 ($12 plus $1.20 shipping).

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Change Strategies, Citizen Participation, Ecology, Economic Change, *Educational Needs, Elementary Secondary Education, Empowerment, Essays, *Experiential Learning, Fiction, Literature Reviews, Nonfiction, Politics, *Quality of Life, Rural Areas, *Rural Education, *School Community Relationship, Social Change, Spirituality, Sustainable Development

Identifiers—*Place Based Education, Sense of Community, *Sense of Place

This book suggests that quality of life depends on the connections that people have with one another and their surroundings, rather than on material wealth. It challenges teachers to reexamine the purposes of education and to equip students with the tools they need to make conscious choices about living well in their own communities. Five bibliographical essays review nonfictional and fictional literature on what it means to live well in a particular place. "A Sense of Place: Education for Living Well Ecologically" looks at the importance of young people having a curiosity about their surroundings and becoming inhabitants of a place, not merely transient residents. By developing a healthy respect for the physical and social communities they inhabit, schools can teach children to be contributing citizens. "A Sense of Civic Involvement: Education for Living Well Politically" examines the preparation of young people to participate as citizens of a democracy by investigating and acting on municipal and county government issues. "A Sense of Worth: Education for Living Well Economically" looks at the influence of large corporations on the breakdown of rural life and suggests that students need to learn how to create jobs within their own community, rather than leave to get jobs somewhere else. "A Sense of Connection: Education for Living Well Spiritually" discusses the crisis of human identity and cosmological disconnection from the natural world. "A Sense of Belonging: Education for Living Well in Community" examines saving, restoring, and using local memories, knowledge, and skills to fulfill needs in the local community. An annotated bibliography of the 42 works cited in the essays contains commentary and an abstract for each work. (SAS)

SE

ED 411 145 SE 060 442

Rillero, Peter Allison, Jeanette

Creative Childhood Experiences in Mathematics and Science. Projects, Activity Series, and Centers for Early Childhood.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-08-00

Contract—RR93002013

Note—395p.

Available from—ERIC/CSMEE, 1929 Kenny Road, Suite 200, Columbus, OH 43210-1080.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price – MF01/PC16 Plus Postage.

Descriptors—*Active Learning, Constructivism (Learning), Educational Strategies, Elementary Education, *Interdisciplinary Approach, *Learning Centers (Classroom), Learning Modules, Learning Theories, *Mathematics Activities, Relevance (Education), *Science Activities, Science and Society, Teaching Guides

Identifiers—ERIC Clearinghouse for Science Math Environ Educ

This guide is for preservice and inservice early childhood educators and presents ideas for active learning in science and mathematics. The child-centered and active-learning experiences represent three categories of learning opportunities: (1) projects; (2) activity series; and (3) activity centers. The experiences emphasize creating meaningful learning experiences, promoting reflection and discussion, and connecting new events to prior experiences. The material is organized by chapter and includes three chapters on supporting learning, seven chapters providing examples of activity series, four chapters pertaining to activity centers, five chapters devoted to the project approach, and seven chapters that delve deeply into the issues and practices related to the integration of mathematics and science instruction across the curriculum. Each chapter contains specific classroom examples and proven strategies. (DDR)

ED 417 934 SE 061 159

Risacher, Billie F., Ed.

Scientists and Mathematicians Become School Teachers.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002013

Note—136p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Collected Works - General (020) — ERIC Publications (071)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—*Career Change, Career Choice, Higher Education, *Knowledge Base for Teaching, Mathematicians, Program Evaluation, *Science Education, Scientists, Secondary Education, Teacher Education Curriculum, *Teacher Education Programs

Identifiers—California

A specific nontraditional teacher preparation program for mid-career and second-career teachers is the focus of this monograph. The program, implemented at San Jose State University in California, is characterized from multiple perspectives as are the participants and the outcomes. Analysis of this single program and its outcomes illustrates how the traditional familiar route to teacher certification can be expanded and enhanced by facilitating the entry of scientists and mathematicians into teaching as a second career. Fourteen papers related to this topic are organized under two broad headings: (1) Second-Career Science and Mathematics Teachers; and

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(2) Case Studies. The appendix contains copies of the application materials for the program. (DDR)

ED 420 491 SE 061 205

Steussy, Carol L. Thomas, Julie A.

Elementary Teachers Do Science: Guidelines for Teacher Preparation Programs.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.

Pub Date—1998-00-00

Contract—RR93002013, ESR-9250036

Note—134p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Change, *Educational Strategies, Elementary Education, Hands on Science, Higher Education, Inquiry, Knowledge Base for Teaching, Learning Experience, Problem Solving, Professional Development, *Science Education, *Science Teachers, Scientific Methodology, Standards

Identifiers—ERIC Clearinghouse for Science Math Environ Educ

This guide for elementary Teacher preparation programs in science education comprises three sections: "Introduction"; "Guidelines"; and "Implementation." The reform efforts, particularly those pertaining to science education, are characterized by a shift towards shared responsibility for the preparation of teachers to include collaborative models that involve teachers of science at many levels. In this document the term "teachers of science" represents many levels of teachers from colleges and universities, public schools, centers for professional development, teacher preparation programs, and informal science institutions. The guidelines in this document refer to certain characteristics of learning environments that strengthen the preparation of elementary teachers, which include collaboratively designed and implemented program support; a hands-on, problem-solving environment in which to learn; instruction that puts the student at the center of the process; focusing on scientific inquiry as the core of all levels of science teaching and learning; and regarding professional growth in science teaching as a continuous and collaborative process. Contains 85 references. (DDR)

ED 420 492 SE 061 226

Haury, David L., Ed.

RISE 96: An Annotated Listing of Research in Science Education Published during 1996.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RR93002013

Note—101p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Research, *Educational Researchers, Educational Resources, Elementary Secondary Education, Graduate Study, Higher Education, *Science Education

Research presented in this "progress report" is identified and categorized as doctoral dissertations, journal articles, conference papers, and other documents. This one-year "snapshot" provides an overview of the field for experienced researchers, doctoral students, and practitioners who use research findings. A listing of the institutions where the research was completed is included for dissertations. A listing of journals searched and the number of articles found in each is also included. (DDR)

ED 420 494 SE 061 475

Dossey, John A., Ed. Swafford, Jane O., Ed. Parmantie, Marilyn, Ed. Dossey, Anne E., Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.; International Group for the Psychology of Mathematics Education, North American Chapter.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-10-00

Contract—RR93002013

Note—353p.; For Volume 2, see SE 061 476.

Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Algebra, Cultural Influences, *Educational Assessment, Elementary Secondary Education, Functions (Mathematics), Geometric Concepts, Geometry, Graphs, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Statistics, Teaching Methods, *Thinking Skills

This conference proceedings volume for PME-NA-XIX contains a total of 87 reports: one plenary session report; 39 research reports; 20 short oral reports; 25 poster session reports; and two discussion group reports. Only the plenary and research reports are full reports; the others are generally one-page abstracts. The full reports include: (1) "Participation as Fundamental in Learning Mathematics" (James G. Greeno); (2) "An Undergraduate Student's Understanding and Use of Mathematical Definitions in Real Analysis" (Barbara S. Edwards); (3) "Mis-Generalization in Calculus: Searching for the Origins" (David E. Meel); (4) "Students' Cognitive Approaches to the Concept of Rate" (Rodolfo Oliveros and Manuel Santos-Trigo); (5) "Effects of Different Instructional Approaches on Calculus Students' Understanding of the Relationship between Slope, Rate of Change, and the First Derivative" (Donald T. Porzio); (6) "The Process of Periodicity" (Gilli Shama and Nitsa Movshovitz-Hadar); (7) "The Relationship between Written and Verbal Performances: A Study of First Year Calculus Students' Understanding of the Derivative" (Kathleen G. Snook); (8) "Mathematical Patterns in the Middle Grades: Symbolic Representations and Solution Strategies" (Joyce Wolfer Bishop); (9) "The Relationship of Undergraduates' Beliefs about Learning Algebra and Their Choice of Reasoning Strategies for Solving Algebra Problems" (Albert D. Otto, Cheryl A. Lubinski, and Carol T. Benson); (10) "Teachers' Beliefs and Student Failure in Algebra" (Daniel K. Siebert); (11) "Mandated Assessment Instruments: How Do Teachers Value Them?" (Karen Bell and Thomas J. Cooney); (12) "Using Assessment Practices as a Tool for Changing Teaching Methodology" (Daniel J. Brahier); (13) "A Proposed Method for Assessing Teachers' Pedagogical Content Knowledge" (Janet Warfield); (14) "Assessing Student Work: The Teacher Knowledge Demands of Open-Ended Tasks" (Linda Dager Wilson and Patricia Ann Kenney); (15) "Mathematical Activities in Insurance Agents' Work" (Judit Moschkovich); (16) "A Semiotic Framework for Linking Cultural Practice and Classroom Mathematics" (Norma C. Presmeg); (17) "Educating Non-College Bound Students: What We Can Learn from Manufacturing Work" (John P. Smith, III); (18) "Probability Instruction Informed by Children's Thinking" (Graham A. Jones, Carol A. Thornton, and Cynthia V. Langrall); (19) "Student Understanding of Statistics: Developing the Concept of Distribution" (Melissa Mellissinos, Janet E. Ford, and Douglas B. McLeod); (20) "A Snapshot of Developmental Algebra Students' Concept Images of Function" (Phil DeMarois); (21) "Preservice Teachers' Cognitive Approaches To Variables and Functions" (David B. Klanderman); (22) "The Development of Students' Notions of Proof in High School Classes Using Dynamic Geometry Software" (Enrique Galindo with Gudmundur Birgisson, Jean-Marc Cenet, Norm Krumpe, and Mike Lutz); (23) "Understanding Angle Ideas by Connecting In-School and Out-of-School Mathematics Practice" (Joanna O. Masingila and Rapti De Silva); (24) "Defining an Exterior Angle of Certain Concave Quadrilaterals: The Role of 'Supposed Others' in Making a Mathematical Definition" (Yoshinori Shimizu); (25) "Problem-Centered Learning and Early Childhood Mathematics" (Noel Geoghegan, Anne Reynolds, and Eileen Lillard); (26) "Similarities and Differences of Experienced and Novice K-6 Teachers after an Intervention: The Use of Students' Thinking in the Teaching of Mathematics" (Cheryl A. Lubinski, Albert D. Otto, Beverly S. Rich, and Rosanna Siongco); (27) "Learning and Teaching Grade 5 Mathematics in New York City, USA, and St. Petersburg, Russia: A Descriptive Study" (Frances R. Curcio and Natalia L. Stefanova); (28) "Some Results in the International Comparison of Pupils' Mathematical Views" (Erkki Pehkonen); (29) "Views of German Mathematics Teachers on Mathematics" (Gunter Torner); (30) "Teacher Change: Developing an Understanding of Meaningful Mathematical Discourse" (Rebekah L. Elliott and Eric J. Knuth); (31) "Group Case Studies of Second Graders Inventing Multidigit Subtraction Methods" (Karen C. Fuson and Birch Burghardt); (32) "Teaching Mathematical Procedures Mindfully: Exploring the Conditional Presentation of Information in Mathematics" (Ron Ritchhart and Ellen Langer); (33) "Generating Multiple Solutions to Mathematical Problems by Prospective Secondary Teachers" (Jinfa Cai); (34) "A Problem Solving Session Designed To Explore the Efficacy of Similes of Learning and Teaching Mathematics" (Vilma Mesa and Patricio Herbst); (35) "An Expert's Approach To Mathematical Problem-Solving Instruction" (Manuel Santos-Trigo); and (36) "Relevance Judgements in Mathematical Problem Solving" (Graeme Shirley and Martin Cooper). (ASK)

ED 420 495 SE 061 476

Dossey, John A., Ed. Swafford, Jane O., Ed. Parmantie, Marilyn, Ed. Dossey, Anne E., Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.; International Group for the Psychology of Mathematics Education, North American Chapter.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-10-00

Contract—RR93002013

Note—331p.; For Volume 1, see SE 061 475.

Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Educational Change, *Educational Technology, Elementary Secondary Education, Higher Education, *Knowledge Base for Teaching, *Mathematics Education, *Research Methodology, *Teacher Attitudes, *Teacher Education, Thinking Skills

The conference proceedings volume for PME-NA-XIX contains a total of 72 reports: 34 research reports; 20 short oral reports; 11 poster session reports; and 7 discussion group reports. Only the research reports are full reports; the others are generally one-page abstracts. The full reports include: (1) "Equity, Teaching Practices, and Reform: Mathematics Teachers Discuss the Impact of the San Jose Mathematics Leadership Project" (Richard S. Kitchen, Joanne Rossi Becker, and Barbara J. Pence); (2) "One Teacher's Solution to Reforming Mathematics Teaching" (Karen Heinz, Margaret Kinzel, Martin A. Simon, and Ron Tzur); (3) "Secondary Mathematics Teachers' Experiences Using a

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Reform-Oriented Curriculum To Encourage Student Cooperation and Exploration" (Gwendolyn M. Lloyd and Melvin (Skip) Wilson); (4) "A Fourth-Grade Teacher Implements the 'Spirit' of the NCTM Standards" (Diana F. Steele); (5) "Construction and Validation of the Spatial-Symbolic Pattern Instrument" (Donna F. Berlin and Arthur L. White); (6) "Views about Mathematics Survey: Design and Results" (Marilyn P. Carlson); (7) "Changes in Teachers' Beliefs and Assessments of Students' Thinking across the First Year of Implementation of Cognitively Guided Instruction" (Anita H. Bowman, George W. Bright, and Nancy N. Vacc); (8) "Sustaining Cultures of Teaching for Constructive Mathematics Education" (M. Jayne Fleener and Roland G. Pourdavood); (9) "The Educational Benefits of Being a Participant in a Research Study: One Preservice Secondary Mathematics Teacher's Experience" (Deborah A. Gober); (10) "Preservice Mathematics Teachers' Constructions of Gender Equity in the Classroom" (Denise S. Mewborn and Deborah A. Gober); (11) "The Perceptions of Preservice Elementary Teachers about the Integration of Mathematics and Reading" (Kathryn S. Reinke, Kouider Mokhtari, and Elizabeth Willner); (12) "The Impact of Math Apathy Students on One High School Teacher" (Kenneth L. Shaw and Cylle Rowell); (13) "District-Wide Reflective Teaching in Mathematics: From Changing the Story to Storing the Change" (Christine D. Thomas and Karen A. Schultz); (14) "Teachers' Beliefs about Mathematics as Assessed with Repertory Grid Methodology" (Steven R. Williams, Miriam Pack, and Lena Licon Khisty); (15) "The Geometry Classroom: The Influence of Teachers' Beliefs" (Kay A. Wohlhuter); (16) "Mathematics Students Teachers' Development of Teacher Knowledge and Reflection" (Maria L. Fernandez); (17) "Using Videos To Provide "Case-Like" Experiences in an Elementary Mathematics Methods Course" (Susan N. Friel); (18) "Mathematics Culture Clash: Negotiating New Classroom Norms with Prospective Teachers" (Betsy McNeal and Martin Simon); (19) "A Model for Studying the Relationship between Teachers' Cognitions and Their Instructional Practice in Mathematics" (Alice F. Artzt and Eleanor Armour-Thomas); (20) "Mediating Pedagogical Content Knowledge through Social Interactions: A Prospective Teacher's Emerging Practice" (Maria L. Blanton and Sarah B. Berenson); (21) "Learning To Teach Algebraic Division for Understanding: A Comparison and Contrast between Two Experienced Teachers" (Jose N. Contreras); (22) "Preservice Secondary Mathematics Teachers' Interpretations of Mathematical Proof" (Eric J. Knuth and Rebekah L. Elliott); (23) "Why Do We Invert and Multiply? Elementary Teachers' Struggle To Conceptualize Division of Fractions" (Ron Tzur and Maria Timmerman); (24) "Shape Makers: A Computer Microworld for Promoting Dynamic Imagery in Support of Geometric Reasoning" (Michael T. Battista and Caroline Van Auken Borrow); (25) "Interactive Diagrams: A New Learning Tool" (Jere Confrey, Jose Castro Filho, and Alan Maloney); (26) "Conjecturing and Representational Style in CAS-Assisted Mathematical Problem Solving" (M. Kathleen Heid, Glendon W. Blume, Karen Flanagan, Kenneth Kerr, James Marshall, and Linda Iseri); (27) "Roles of Symbolic Representation in CAS-Assisted Mathematical Problem Solving" (M. Kathleen Heid, Glendon W. Blume, Linda Iseri, Karen Flanagan, Kenneth Kerr, and James Marshall); (28) "Analyzing Students' Learning with Computer-Based Microworlds: Do You See What I See?" (Janet Bowers); (29) "Warning: Asking Questions May Lower Your Mathematical Status in Small Groups" (Kathy M.C. Ivey); (30) "Occasioning Understanding: Understanding Occasioning" (Thomas Kieren, Elaine Simmt, and Joyce Mgembelo); (31) "An Analysis of Students' Development of Reasoning Strategies within the Context of Measurement" (Kay McClain, Paul Cobb, and Koeno Gravemeijer); (32) "Coordinating Social and Psychological Perspectives To Analyze Students' Conceptions of Measurement" (Michelle Stephan and Kay McClain); (33) "Learning as Sense-Making and Property-Noticing" (David Slavit); and (34) "Proportional Reasoning of Early Adolescents: Validation of Karplus, Pulos and Stage's Model" (Linda Gellings, Donald W. Wortham, Abbe H. Herzig, and Dave Eber). (ASK)

SO

ED 411 172 SO 026 938

Catlaks, Guntars Sarma, Valts

Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-96-5

Pub Date—1996-08-00

Contract—RR93002014

Note—4p.

Available from—ERIC/ChESS, Indiana University, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship, *Citizenship Education, Civics, Curriculum Development, *Democracy, Democratic Values, Educational Change, Foreign Countries, Freedom, Higher Education, Secondary Education

Identifiers—Democracy Advancement Center (Latvia), ERIC Digests, *Latvia

In May 1990, the Republic of Latvia declared the restoration of its independence from the Soviet Union. After that declaration, many Latvians began to reform their schools' curricula and teaching methods. They replaced Soviet-era citizenship courses with new teaching materials and methods appropriate for educating the young citizens of a constitutional democracy. The Democracy Advancement Center (DAC) in Riga, Latvia, founded by Rusins Albertins of the United States, is just one of many civic education projects to emerge in the rush to reform Latvian education. Since 1993, the DAC has designed and developed materials for a new course in civic education at the upper-primary levels of school—the eighth and ninth grades. The DAC staff has been active in promoting civic education in the lower-primary grades as well. Course content stresses interaction between citizens and their constitutional government. Teaching methods emphasize active learning instead of passive reception of information. Teacher training for civic education is another critical component of the DAC's mission, and they have conducted numerous workshops and seminars for teachers in schools in Latvia since 1994. The DAC's relationships with colleagues in other countries—the United States, Poland, Estonia, the United Kingdom, Lithuania, The Netherlands, and Russia—have been crucial to its success. Present and future challenges for the DAC include further promotion and development throughout Latvian Society of knowledge, skills, and attitudes necessary for effective and responsible citizenship in the constitutional democracy of the Republic of Latvia. Contains 12 references. (LAP)

ED 411 175 SO 027 215

Schlene, Vicki J.

Teaching about Vietnam and the Vietnam War. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-96-6

Pub Date—1996-09-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 800-266-3815, 812-855-3838.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Studies, *Controversial Issues (Course Content), Diplomatic History, *Educational Resources, Foreign Policy, *History Instruction, *Instructional Materials, International Relations, Political Issues, Reading Material Selection, Secondary Education, Social Studies, Supplementary Reading Materials, *United States History, *Vietnam War, World History

Identifiers—ERIC Digests, *Vietnam

This digest discusses the need for teaching about the Vietnam War, possible reasons for the negligible treatment the subject receives in social studies classes, and some instructional approaches to the material. Currently, students lack a systematic and detailed knowledge of this turning point in U.S. history. The impact of the Vietnam War on U.S. foreign policy, domestic politics, and social history cannot be overestimated. The controversial nature of the War and its ensuing political opposition are reasons teachers shy away from this subject. They also are discouraged by the superficial and often distorted textbook coverage, time constraints, and a lack of worthwhile supplementary materials. Three aspects of the Vietnam conflict that should be covered in social studies instruction are identified. These are the conflict itself, the geographic concepts of places/regions and physical systems, and the gamut of homefront issues ranging from the anti-war demonstrations to the political ramifications of the War. To these ends, the digest lists several educational resource kits and theme issues of social studies journals. It also provides an address list of Southeast Asian resource centers and veterans' organizations thats often publish resource packets and teaching materials. In addition, journal articles, annotated bibliographies, and teaching guides are noted. (MJP)

ED 411 178 SO 027 362

Nessel, Paula A.

Law Magnet Programs. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-96-8

Pub Date—1996-11-00

Contract—RR93002014

Note—4p.; For a related document, see ED 402 234.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Indiana University, Bloomington, IN 47408; phone: (800) 266-3815, (812) 855-3838.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Civics, *Law Related Education, *Magnet Schools, Secondary Education, Social Studies

Identifiers—American Bar Association, ERIC Digests

Explaining that interest in law magnet programs has grown substantially in the 1990s, this ERIC digest analyzes these programs on the basis of information provided by 24 mostly urban magnet schools. The digest places law magnet programs within the broader context of law-related education (LRE). The primary purpose of law magnet programs is to prepare students for citizenship, although many students choose magnet schools because they are interested in pursuing careers in law-related professions. Pointing out that these programs have been successful, the digest encourages the establishment of new law magnet programs and provides information on getting programs started. (LH)

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ED 412 168 SO 028 520

Manifold, Marjorie Cohee

Picture Books as a Social Studies Resource in the Elementary School Classroom. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-4

Pub Date—1997-03-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, Critical Thinking, Critical Viewing, Elementary Education, *Elementary School Curriculum, Global Education, Illustrations, Instructional Materials, Multicultural Education, *Picture Books, *Social Studies, *Visual Literacy, Visual Perception

Identifiers—ERIC Digests

Picture books are useful tools for teaching many abstract and complex concepts of the social studies at the elementary level. They allow students to develop visual literacy through sustained viewing time necessary for exploration, critique, and reflection on the images portrayed. Numerous examples of picture books are presented to support such development. This digest is divided into eight sections: (1) Introduction; (2) "Images as Allegories"; (3) "Historic Photographers and Artists"; (4) "Illustrated Storyboard Narrative"; (5) "Illustrated Timelines"; (6) "Multicultural Education through Diverse Socio-Cultural Images"; (7) "Developing Social Empathy through Pictures"; and (8) "Focal Points of Lessons on Human Similarities and Differences." Contains six additional resources. (EH)

ED 412 169 SO 028 521

Stoltman, Joseph P.

The National Assessment of Educational Progress in Geography. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-6

Pub Date—1997-04-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, *Achievement Tests, Elementary Secondary Education, *Evaluation, *Geography, *Geography Instruction, Grade 12, Grade 4, Grade 8, *National Competency Tests, Norm Referenced Tests, Social Studies, Standardized Tests

Identifiers—ERIC Digests, *National Assessment of Educational Progress

This ERIC Digest describes the development of the 1994 National Assessment of Educational Progress for geography and the results from that examination of geographic knowledge and skills of students in grades four, eight, and twelve. The assessment format utilized multiple-choice questions and constructed-response questions. Results were reported by the achievement levels of basic, proficient, and advanced. Major conclusions include: (1) too many students in the United States do not demonstrate achievement of essential content and skills in geography; and (2) analytical thinking and writing skills are important to the study of geography for the content interpretation and processing of geographic information. Sections of the Digest include: (1) Introduction; (2) "The Framework"; (3) "Report of Student Performance"; (4) "Relationships of Home and School Experiences to Student Performance"; and (5) "Conclusions." Eight additional resources available in ERIC are cited. (EH)

ED 412 170 SO 028 522

Drake, Frederick D.

Using Alternative Assessments To Improve the Teaching and Learning of History. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-9

Pub Date—1997-06-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation, *Evaluation Methods, *History Instruction, Measurement, Measurement Techniques, Measures (Individuals), Social Studies, Tests

Identifiers—Alternative Assessment, ERIC Digests

This ERIC Digest suggests that traditional assessment techniques must be complemented by new methods that can reinvigorate and improve the teaching and study of history in the schools. Teachers and researchers agree that recall of discrete information and traditional forms of assessment emphasize low-level cognition without challenging students to learn more. Sections of the Digest include: (1) Introduction; (2) "Alternative Assessments and Historical Literacy"; (3) "A Generic Rubric for Alternative Assessment Activities"; and (4) "How Alternative Assessment Improves the Teaching and Learning of History." Contains nine additional resources. (EH)

ED 412 171 SO 028 523

Nelson, Lynn R.

Recent Trends in Economic Education. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-10

Pub Date—1997-07-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Civics, Democracy, *Economics, *Economics Education, Foreign Countries, *Global Education, Macroeconomics, Microeconomics, Secondary Education, Social Studies

Identifiers—Asia, ERIC Digests, Europe (East), Russia, South America

The recent trends in economic education reflect the perennial issues regarding economics education. Trends identified include: (1) economics and citizenship education; (2) economic education in Russia and Eastern Europe; (3) the global economy; (4) content standards; and (5) use of computer technology in economic education. The Digest concludes that serious dialogue regarding the relationship among economic systems, democratic governments, and civic education bodes well for the future of economics in the core of democratic citizenship education. Contains 13 references. (EH)

ED 412 172 SO 028 524

Healy, Langdon T., Ed. Vontz, Thomas S., Ed.

Resources on Law-Related Education: Documents and Journal Articles in ERIC. Yearbook No. 3.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; American Bar Association Chicago, IL. National Law-Related Education Resource Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002014

Note—90p.; For previous yearbooks, see ED 388 534 and ED 394 895.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship Education, *Civics, Civil Law, Constitutional Law, Curriculum Enrichment, Elementary Secondary Education, *Law Related Education, Social Studies

Identifiers—ERIC

This ERIC resource is a guide to the array of law-related education (LRE) resources available to teachers. The annotated bibliography offers resources for essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Included in this collection are abstracts of LRE documents and journal articles, arranged alphabetically by author. Part 1 contains abstracts of LRE teaching materials, resource guide, research documents and journal articles. Part 2 features two ERIC Digests: (1) "Law Magnet Programs" (Paula A. Nessel); and (2) "Teaching about Democratic Constitutionalism" (John J. Patrick). The appendices of Part 3 feature directories that provide contact information for law magnet programs as well as national and state LRE programs. The annotated index of World Wide Web sites offers a useful resource for the law-related education community and information about the ERIC system and its many features. (EH)

ED 412 173 SO 028 586

Patrick, John J.

The National Assessment of Educational Progress in U.S. History. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-7

Pub Date—1997-05-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Grade 12, Grade 4, Grade 8, Instructional Development, Social Studies, *United States History

Identifiers—ERIC Digests, *National Assessment of Educational Progress

This ERIC Digest outlines the methods employed and the results obtained from the 1994 National Assessment of Educational Progress (NAEP) in U.S. history. NAEP surveys collect information about students' knowledge of core subjects of the school curriculum. This particular survey was administered to a national sample of students in grades 4, 8, and 12. Results of the survey indicate a general lack of competency in the area of U.S. history, especially when compared to other areas sam-

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pled in the 1990s by the NAEP. Demographics, institution-type, and teaching style all seemed to play a role in the determining student performance on the survey. The Digest offers recommendations for improving comprehension, recall, and interest in U.S. history. (KCM)

ED 412 174 SO 028 781

Bover, Candace L.

Using Museum Resources in the K-12 Social Studies Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-11

Pub Date—1996-08-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838; 800-266-3815.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, Educational Resources, Elementary Secondary Education, Exhibits, Folk Culture, *Heritage Education, *Material Culture, *Museums, *Realia, *Social Studies

Identifiers—ERIC Digests

This ERIC Digest promotes the use of museums as social studies teaching resources. Because of the wealth of information and the breadth of scope of material found in museums, they can be invaluable as resources for the classroom as well as for tours. The guide covers the recent trend of museums catering to the educator through the development of lesson plans, brochures, student classes, newsletters, videos, and even traveling outreach persons. The Digest identifies a wide variety of materials available both on- and off-site, including five specific web-sites. (KCM)

ED 414 211 SO 027 363

Pinhey, Laura A.

Libraries and Democracy. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-96-9

Pub Date—1996-12-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; phone: 812-855-3838; 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship, *Citizenship Education, *Civics, *Democracy, Foreign Countries, Library Role, *Public Libraries

Identifiers—ERIC Digests, Europe (East)

This digest argues that free, public libraries foster and fortify democracy and democratic citizenship. Because libraries offer services and materials representing many points of view, they allow citizens to fulfill their civic and personal responsibilities and to exercise their liberties. Particularly for former communist countries, libraries can provide citizens access to previously restricted information, allowing them to participate in the democratic process with a more informed perspective and voice. A variety of programs through which U.S. libraries can aid library systems throughout the world can and thus strengthen the democratic climates abroad are listed. The digest includes a list of four sources for information about libraries and democracy. A 12-item bibliography concludes the document.

ED 415 174 SO 028 787

Bernson, Mary Hammond

Fiction about Japan in the Elementary Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-12

Pub Date—1997-09-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; phone: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Childrens Literature, Elementary Education, Foreign Countries, *Global Education, Multicultural Education, *Social Studies

Identifiers—ERIC Digests, *Japan, Trade Books

This Digest guides the elementary teacher in choosing accurate and appropriate works of fiction for teaching about Japan. It suggests important content to watch for and includes a checklist of questions to be used when selecting a book. The questions deal with literary qualities, accuracy, authenticity, stereotyping, language, and morals. Contains an annotated list of six recommended titles. (KCM)

ED 415 175 SO 028 972

Pinhey, Laura A., Ed. Bover, Candace L., Ed.

Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Center for Civic Education, Calabasas, CA.

Pub Date—1997-00-00

Contract—RR93002014

Note—198p.; For the previous yearbook, see ED 401 222.

Available from—Adjunct ERIC Clearinghouse for International Civic Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: 800-266-3815.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship, *Citizenship Education, *Civics, *Democracy, Democratic Values, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Law Related Education, Social Studies, World Affairs

Identifiers—CIVITAS, ERIC, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The guide is divided into six parts. Part 1 consists of three civic education papers: "Education and Democratic Citizenship: Where We Stand" (Albert Shanker); "Civil Society and Democracy Reconsidered" (Charles Bahmueller); and "Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education" (John J. Patrick). Part 2 features an annotated bibliography of materials about civic education from July 1996 through July 1997 selected from the ERIC database. Part 3 contains nine ERIC Digests on civic education published between 1994 and 1997. Part 4 is an annotated bibliography of books that address key topics about the work of civic educators. Topics covered include comparative politics in democratic societies, Western political philosophy on civil society and democracy, U.S. political/constitutional history, contemporary U.S. civil society, and civic education in the United States. Part 5 is a selective list of Internet resources about international civic education and features information useful to civic educators. Part 6 is an international directory of civic education leaders, programs, organizations, and centers. The entries include names, addresses, telephone numbers, electronic mail addresses, and World Wide Web sites. An appendix concludes the guide and features information about CIVITAS, an International Civic Education Exchange Program and documents and journal articles in the ERIC database. (JEH)

ED 415 176 SO 029 060

Pinhey, Laura A.

Internet Resources for Civic Educators. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-15

Pub Date—1997-12-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; phone: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship Education, Civics, Educational Media, Elementary Secondary Education, *Information Sources, *Internet, Social Studies, *World Wide Web

Identifiers—AskERIC, C SPAN, ERIC Digests, *Web Sites

The Internet is an important resource for K-12 citizenship education teachers. Curriculum guides, lesson plans, government documents, conference proceedings, databases, photographs, and multimedia files provide the classroom teacher with a variety of materials including many primary sources. An annotated list of 15 World Wide Web sites are identified for citizenship educators. The descriptive list features C-SPAN Online; THOMAS: Legislative Information on the Internet; AskERIC; Center for Civic Education; Civic Practices Network; Civnet; Close Up Foundation; Constitution Society; Constitutional Rights Foundation; DemocracyNet; Elections Around the World; Parliaments Around the World; Electronic Model Congress; Government Information Exchange; and International Constitutional Law. (JH)

ED 415 177 SO 029 061

Paris, Matthew J.

Integrating Film and Television into Social Studies Instruction. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-SO-97-14

Pub Date—1997-11-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; phone: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Educational Resources, *Films, *History Instruction, Multimedia Instruction, Multimedia Materials, Secondary Education, *Social Studies, *Television

Identifiers—ERIC Digests

This Digest suggests ways in which film and video media can be effectively integrated into a social studies curriculum. It outlines John E. O'Connor's "Three Types of Questions" and "Four Frameworks for Historical Inquiry," offering examples of how they might be utilized to present video media in a social studies context. The three questions deal with content, production, and reception. The four frameworks focus on: (1) "The Moving Image as Representation of History"; (2) "The Moving Image as Evidence for Social and Cultural History"; (3) "Actuality Footage as Evidence for

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Historical Fact"; and (4) "The History of the Moving Image as Industry and Art Form." The Digest gives a substantial listing of recently published resources as well as various Internet resources available. (KCM)

ED 415 178 SO 029 062

Harper, Marilyn

Including Historic Places in the Social Studies Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-97-13

Pub Date—1997-10-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; phone: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Built Environment, Educational Resources, Elementary Secondary Education, *Heritage Education, History Instruction, Local History, Material Culture, National Standards, Primary Sources, Realia, *Social Studies, State History, *United States History

Identifiers—ERIC Digests, *Historic Sites, National Register of Historic Places, National Trust for Historic Preservation

"Teaching with Historic Places" is a program administered by the National Park Service's National Register of Historic Places that identifies ways teachers can share the stories that historic places have to tell. The program creates classroom-ready educational materials based on properties that are listed in the National Register of Historic Places. To date there are 55 published lesson plans with an additional 43 in development for publication. The lessons feature well-known landmarks like Gettysburg (Pennsylvania) and Manassas (Virginia). They also present units about lesser know sites like the Mandan and Hidatsa villages in the Knife River valley of North Dakota and the "Black Metropolis" of southside Chicago (Illinois). The program meets the requirements of the National Council for the Social Studies "Curriculum Standards for the Social Studies." In addition, professional development for teachers and preservation personnel is available. The inservice program includes published materials and training activities. (JH)

ED 415 179 SO 029 063

Siler, Carl R.

Spatial Dynamics: An Alternative Teaching Tool in the Social Studies. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-98-1

Pub Date—1998-01-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; phone: 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Active Learning, Discovery Learning, Elementary Secondary Education, History Instruction, Locational Skills (Social Studies), Models, *Social Studies, *Student Participation, Three Dimensional Aids

Identifiers—ERIC Digests

Spatial dynamics is an instructional strategy whereby students create large scale models that capture the details of a historic event. This Digest discusses classroom floor models and papier mache models. Floor models are best suited to elementary classrooms and middle schools. Papier mache models, appropriate for high school social studies classes, require significant teacher preparation in advance and demand a large commitment of class time. The Digest offers project examples for employing each model in the classroom along with the suggestion to use ancillary materials to enhance the projects. (WG)

ED 416 115 SO 027 343

Hume, Susan E.

A Resource Guide To Teaching about Africa. ERIC Resource Guide.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-06-00

Contract—RR93002014

Note—6p.; For related digest, see ED 393 790.

Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African Culture, *African Studies, Area Studies, Course Content, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Foreign Countries, *Geography, Global Education, Instructional Materials, Multicultural Education, *Non Western Civilization, Reference Materials, *Resource Materials, Social Studies, *Teaching Guides, Teaching Methods, *World History

Identifiers—*Africa, ERIC

People from African countries who visit the United States often are stunned by how little people know about African countries. Africa is a large continent more than 3 times the size of the continental United States, and it contains over 50 independent countries. One out of every three member states in the United Nations is an African country. One out of every 10 people in the world lives on the African continent. Increasingly, the United States has economic, political, and organizational ties to African countries. This ERIC Resource Guide provides suggestions and resources for teaching and learning about Africa. The lesson strategies cover confronting African myths and stereotypes; avoiding faulty generalizations; presenting a balanced view; limiting the scope of African study; and avoiding outdated materials. Methods for integrating the study of Africa into elementary and secondary school curricula through the disciplines of social studies (extends to United States history, sociology, and economics), language arts, French, art, music, science, and mathematics are noted. Resources for teaching about Africa include: Internet, bibliographies, museums, Peace Corps, guest speakers, embassies, teachers' travel experiences and "National Resource Centers" (organizations, designated by the U.S. Department of Education, offering a wide range of assistance and materials for teachers and students). Contains 31 references including 19 ERIC resources. (CB)

ED 417 123 SO 029 303

Johnson, Marcia L.

Trends in Peace Education. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-98-2

Pub Date—1998-02-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408, telephone: 812-855-3838; 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, Elementary Secondary Education, Environmental Education, *Global Education, International Relations, *Peace, Role Playing, Social Studies, Social Values, United States History, *World Affairs

Identifiers—ERIC Digests, *Peace Education

This ERIC Digest reviews the development and current status of peace education in the United States. After briefly surveying the peace education movement from its origins with a small group of educators in New England in the 1800s through its stigmatization as being anti-American during periods of hot and cold war, the Digest devotes more attention to recent trends of the 1980s and 1990s. During this period, peace education has taken on a number of forms, including conflict resolution aiming at reducing youth violence, anti-nuclear education, and role playing games, cultural exchanges, and other programs to promote global awareness. Most recently, e-mail and the World Wide Web have been used to promote the exchange of information and ideas. The Digest includes a list of online resources for peace education and a 10-item bibliography of references and ERIC resources. (MLJ)

ED 417 124 SO 029 304

Pinhey, Laura A.

Global Education: Internet Resources. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-98-3

Pub Date—1998-03-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408, telephone: 812-855-3838; 800-266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Media, Elementary Secondary Education, *Global Education, *Information Sources, Social Studies, *World Wide Web

Identifiers—ERIC Digests

The Internet is an important resource for K-12 global education teachers. Developments over the past two decades have increased the media exposure of nations and interactions among them in politics, trade, education, science, medicine, entertainment, and athletics. Good global education curriculum encourages understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world. Curriculum guides, lesson plans, government documents, conference proceedings, databases, photographs, and multimedia files to support the classroom teacher's mission of good global education can be supplemented by a variety of materials available through global education World Wide Web sites. This ERIC Digest provides an annotated list of 15 World Wide Web sites for global educators. The descriptive list features the American Forum for Global Education, CU-SeeMe Schools, Children's International Summer Villages (CISV International), Choices for the 21st Century Education Project, Council of Chief State School Officers (CCSSO) Position and Recommendations for Action on Global Education, Foreign Policy Association, Global Educator's Guide to the Internet, Global SchoolNet Foundation, I*EARN (International Education and Resource Network), Intercultural E-Mail Classroom Connections (IECC), Kidlink, National Council for the Social Studies (NCSS) Position on Global Education, Spice (Stanford Program on International and Cross-Cultural Education), United Nations CyberSchoolBus, and World Wise Schools (WWS). (JH)

ED 419 772 SO 029 329

Arias, Simone Hitchens, Marilynn Roupp, Heidi

Teaching World History: The Global Human Experience through Time. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Report No. —EDO-SO-98-4
Pub Date—1998-04-00
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; telephone: 1-800-266-3815.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Economics, Educational Strategies, Foreign Countries, Humanities, Non Western Civilization, Secondary Education, Secondary School Curriculum, Social Studies, Teacher Education, Western Civilization, *World History
Identifiers—ERIC Digests

This ERIC Digest outlines what world history is and why and how world history should be implemented into social studies curricula. The Digest offers suggestions on how to improve the study of world history in schools. Topics discussed in the Digest include: "What Is World History?"; "Why World History in the School Curriculum?"; "Major Themes and Habits of Mind for Teaching and Learning World History"; and "Teacher Preparations and Instructional Strategies." Included is a list of references and ERIC resources related to the study of world history. (RJC)

ED 419 773 SO 029 330

Otten, Evelyn Holt
Using Primary Sources in the Primary Grades. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SO-98-5
Pub Date—1998-05-00
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; telephone: 1-800-266-3815.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Active Learning, Discovery Learning, Elementary Education, *History, History Instruction, Learner Controlled Instruction, Primary Education, *Primary Sources, *Social Studies
Identifiers—ERIC Digests

This ERIC Digest describes what primary sources are and how and why they can be used in elementary school classrooms. Primary sources are historical artifacts with which students can interact to effectively engage in active learning. Topics discussed in the Digest include: "What Are Primary Sources?"; "Why Use Primary Sources?"; "How To Use Primary Sources"; "Where To Find Primary Sources." Included is a list of references and ERIC resources related to the use of primary sources in the study of history. (RJC)

ED 419 775 SO 029 332

Patrick, John J., Ed. Weakland, John E., Ed.
International Partnerships for Civic Education and Democracy.
Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Council for the Social Studies, Bloomington.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Center for Civic Education, Calabasas, CA.
Report No.—ISSN-0889-0293
Pub Date—1997-00-00
Contract—RR93002014
Note—157p.
Available from—Professor John E. Weakland, Department of History, Ball State University, Muncie, IN 47306.
Journal Cit—International Journal of Social Education; v12 n2 Spr-Sum 1997
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price – MF01/PC07 Plus Postage.
Descriptors—Capitalism, *Citizenship Education, *Civics, Civil Liberties, Civil Rights, Communism, Democracy, Foreign Countries, Freedom, Global Education, Law Related Education, Self Determination, *Social Studies
Identifiers—CIVITAS, Czech Republic, Hungary, Latvia, Poland, Russia

This theme issue of "The International Journal of Social Education" contains 11 articles all concerned with efforts to promote civic education in post-communist countries, particularly former Soviet-Bloc nations, including Latvia, Poland, Hungary, the Czech Republic, and Russia. Described are international partnerships for civic education and democratic citizenship that have developed. One prominent example is Civitas: An International Civic Education Exchange Program, which is funded by the Office of Educational Research and Improvement of the United States Department of Education. Among the major articles are: (1) "Civic Education and the Advancement of Democracy in Latvia" (John J. Patrick, Valts Sarma); (2) "Civitas: An International Civic Education Exchange Program" (Charles N. Quigley; John N. Hoar); (3) "Education for Democratic Citizenship in Poland" (Richard C. Remy, Jacek Strzemieczny); (4) "Implementing New Civic Education Programs in Indiana and Post-Communist Countries" (Robert S. Leming; Thomas S. Vontz). This collection of articles expresses a global mission, shared by the U.S. contributors with their partners abroad, to act together to spread commonly desired blessings of liberty as extensively as possible among the diverse peoples of the world. (RJC)

ED 421 447 SO 029 345

Patrick, John J.
A Global Perspective on Human Rights Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SO-98-6
Pub Date—1998-06-00
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408; phone: 812-855-3838; toll-free phone: 800-266-3815.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Civil Liberties, Constitutional Law, Democratic Values, Global Approach, *Global Education, *Government Role, History, *Human Dignity, Individualism, Political Attitudes, Social Responsibility
Identifiers—ERIC Digests

This ERIC Digest outlines what is meant by the phrase human rights and the origin of the concept. It also traces the delineation of the concept of human rights from the 17th century antecedent of "natural rights" to its eventual incarnation as inherent political or personal rights, such as freedom of speech, press, assembly, and religion. The theoretical framework which undergirds governments attempts to preserve, protect, and guarantee these rights is identified. Two philosophical approaches: negative rights and positive rights are identified. Negative rights refers to limiting the power of a government to protect the rights of an individual on the basis that this would result in a government too powerful and omnipotent. Positive rights maintains that the power of the government should be enhanced so that it can protect and guarantee certain things for the populace. Proponents of each type have witnessed conflict and consensus between the two as they have been debated. Over time there have been alternative perspectives on the universality of human rights presented by Pope John Paul II, the Enlightenment era philosophers, and the founders of America. Currently, the United Nations Universal Declaration of Human Rights serves as a standard by which many people judge various countries' conditions of citizenship and government. Specific articles are identified within the United Nations Declaration that exemplify both positive and negative rights. The Digest identifies various sources of information concerning human rights education; two university-based centers, several web sites, print materials, and sources available through the United Nations. (MJP)

SP

ED 412 208 SP 037 586

Abdal-Haqq, Ismat
Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-SP-96-6
Pub Date—1997-09-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Elementary Secondary Education, Program Improvement, Public Schools, *Substitute Teachers, Teacher Administrator Relationship, *Teacher Attendance, Teacher Employment, Teacher Employment Benefits
Identifiers—ERIC Digests

This overview of substitute teaching in K-12 schools looks at why substitutes are needed, factors that attract individuals to the work, and what school administrators can do to facilitate good substitute teaching. While schools continue to utilize substitutes for traditional reasons such as personal or family illness or emergency, the school reform movement of the mid-1980s has involved classroom teachers in a variety of nontraditional, noninstructional activities. In addition, changes in federal or state labor laws may result in teachers being eligible for more personal and sick leave. Individuals work as substitute teachers to earn income, but primarily to gain experience and make contacts that may lead to permanent, full-time teaching positions. To structure good substitute teacher programs and create a dependable cadre of replacement teachers, school administrators can hire permanent, full-time substitutes, institute graduated pay scales, offer inservice training, provide feedback, improve recruitment procedures, develop and provide a substitute teacher's handbook on school rules and policies, see that substitutes receive improved lesson plans, and appoint a district substitute teacher coordinator. (Contains 10 references.) (LL)

ED 413 292 SP 037 587

Irvine, Jacqueline Jordan, Ed.
Critical Knowledge for Diverse Teachers and Learners.
American Association of Colleges for Teacher Education, Washington, DC.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-149-X
Pub Date—1997-00-00
Contract—RR93002015
Note—232p.; Preface by James Fraser.
Available from—AACTE Publications, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($35 for members, $45 for nonmembers, plus $5 for shipping and handling).
Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)
EDRS Price – MF01/PC10 Plus Postage.
Descriptors—Black Students, *Cultural Differences, *Diversity (Student), Elementary Secondary Education, Higher Education, Hispanic Americans, *Knowledge Base for Teaching,

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Minority Group Children, Minority Group Teachers, *Multicultural Education, Preservice Teacher Education, Professional Development, Teaching Experience, *Urban Education
Identifiers—African Americans, Asian American Students

This publication is an outcome of a conference sponsored by Emory University's Center for Urban Learning/Teaching and Urban Research in Education and Schools. The essays included in the volume address how to build schools and educate youth in ways which honor, build on, and involve all students and citizens, and the importance of preparing multicultural democratic teachers. Following a preface by James W. Fraser, the seven essays are: (1) "Critical Knowledge, Skills, and Experiences for the Instruction of Culturally Diverse Students: A Perspective for the Preparation of Preservice Teachers" (Carl A. Grant); (2) "Knowledge, Skills, and Experiences for Teaching Culturally Diverse Learners: A Perspective for Practicing Teachers" (Marilyn Cochran-Smith); (3) "Preparation and Professional Development of Teachers: A Perspective from Two Latinas" (Sonia Nieto and Carmen Rolon); (4) "Teacher Education from an African American Perspective" (Asa G. Hilliard, III); (5) "Caring for the Whole Child: Asian Pacific American Students" (Valerie Ooka Pang); (6) "Preparation and Professional Development of Teachers for Culturally Diverse Schools: Perspectives from the Standards Movement" (Mary Hatwood Futrell and Elaine P. Witty); and (7) "Location, Location, Location: A Synthesis Perspective on the Knowledge Base for Urban Teacher Education" (Jacqueline Jordan Irvine). References are included at the end of each paper. (ND)

ED 414 280 SP 037 686

Massey, Marilyn S.; Hendricks, Charlotte M.

Identifying and Evaluating Children's Health Resources. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-96-7
Pub Date—1997-12-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Health Education, *Health Materials, Health Promotion, *Parents as Teachers, Private Agencies, Public Agencies, *Resource Materials, Teacher Responsibility
Identifiers—ERIC Digests

This Digest provides guidance in helping parents and teachers judge the quality of health education resources and identify sources of appropriate materials. Sources of information about children's health include: university and community libraries; professional organizations and agencies; and the World Wide Web. Guidelines for judging content accuracy include: verifying the credibility of the publisher or source of the materials; reviewing the author's credentials; using one's own knowledge in recognizing misinformation; viewing with skepticism materials containing claims that sound too good to be true; and considering content appropriateness as well as timeliness. Teachers must be especially attentive to formats that are easily integrated into the classroom routine and curriculum; are culturally relevant; and are adaptable for students with special needs. A list of professional organizations, agencies, and Internet sites for health learning resources is included. (Contains eight references.) (LL)

ED 416 204 SP 037 775

Summerfield, Liane M.

Promoting Physical Activity and Exercise among Children. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-96-8
Pub Date—1998-01-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Exercise, *Health Promotion, *Health Related Fitness, Obesity, *Physical Activity Level, Physical Development, *Physical Education, Program Development
Identifiers—ERIC Digests

This Digest discusses the importance of and ways to foster activity and exercise in children. Following an introduction, the Digest is organized into four sections. The first section deals with the significant health benefits of physical activity, including reduction in chronic disease risk; lowered risk of colon cancer; increase in bone density; reduction of anxiety; improvement in body image and mood; development of physical fitness; and promotion of weight control. Section two discusses childhood obesity. The third section assesses how much physical activity is enough and suggests that among young people such activity can be promoted by daily planned and structured physical education. The final section describes ways to promote physical activity among young people. It is reported that over the years, state requirements for daily physical education have eroded, and today no states currently have such a requirement. In addition to physical education, schools can promote physical activity in a variety of ways. For example, they can: promote collaboration between physical education and classroom teachers; provide extracurricular physical activity programs; coordinate physical activities with community agencies; encourage and enable parental involvement in physical activity; and provide physical and social environments that encourage and enable physical activity. Resources are included. (Contains 12 references.) (LL)

ED 417 154 SP 037 799

Abdal-Haqq, Ismat, Comp.

Resources on Professional Development Schools. An Annotated Bibliography and Resource Guide. Second Edition.

Adjunct ERIC Clearinghouse on Clinical Schools, Washington, DC.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; AT&T Foundation, New York, NY.
Report No.—ISBN-0-89333-158-9
Pub Date—1997-00-00
Contract—RR93002015
Note—81p.; For the earlier edition, see ED 359 177.
Available from—AACTE Publications, 1307 New York Ave., N.W., Suite 300, Washington, DC 20005-4701; phone: 202-293-2450; fax: 202-457-8095; World Wide Web: www.aacte.org ($18 plus $5 shipping and handling).
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College School Cooperation, Elementary Secondary Education, Faculty Development, Higher Education, *Partnerships in Education, Preservice Teacher Education, *Professional Development Schools, Student Teachers, Student Teaching, Teacher Improvement

This second edition of an annotated bibliography and resource guide on professional development schools (PDS) provides information to facilitate the location of sources of information regarding professional development schools. The publication contains 153 annotations, only one of which was included in the first edition. Most of the resources were published or produced between the years 1993 and 1997. The three main sections present annotated listings that are alphabetized by their authors. There are six appendixes that offer information on the following: (1) Internet resources, (2) newsletters and other periodicals, (3) videotapes, (4) networks and information centers, (5) Clinical Schools Clearinghouse and Adjunct ERIC Clearinghouse on Clinical Schools, and (6) PDS publications from the American Association of Colleges for Teacher Education, ERIC Clearinghouse on Teaching and Teacher Education, Adjunct ERIC Clearinghouse on Clinical Schools. (Contains 9 references.) (SM)

ED 417 156 SP 037 801

Dilworth, Mary E., Ed.

Of Course It Matters. Putting the National Commission Report into Action.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-165-1
Pub Date—1998-00-00
Contract—RR93002015
Note—72p.; For the document "What Matters Most," see ED 395 931.
Available from—ERIC/AACTE Publications, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($20 plus $5 shipping and handling).
Pub Type— Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Standards, *Educational Change, Educational Policy, Educational Quality, Elementary Secondary Education, Faculty Development, Higher Education, Inservice Teacher Education, *Politics of Education, *Preservice Teacher Education, Public Education, Public Schools, State School District Relationship, *Teacher Qualifications
Identifiers—Indiana, New Jersey, Newark School System NJ

This volume of essays responds to What Matters Most: Teaching for America's Future, a 1996 report of the National Commission on Teaching & America's Future (NCTAF). The report says that every child has the right to a caring, competent, and qualified teacher. As a result, politicians and educators strove to implement its recommendations in order to begin building an infrastructure of good teaching. The foreword to this volume (David G. Imig) suggests there is no need for another model program or demonstration project, but rather a systemic response that will enable novices to learn to teach more powerfully than before. The purpose of this volume is to examine efforts of leaders at each level of the educational enterprise as they consider NCTAF report recommendations. Chapter 1, "Creative Solutions for Essential Change: Newark Public Schools," (Beverly L. Hall) discusses change and innovation, highlighting New Jersey's takeover of the Newark public schools. Chapter 2, "Audacious Goal or Deja Vu?" (Karen S. Gallagher) acknowledges the familiarity of NCTAF recommendations but finds five major transformative changes that may be fruitful. Chapter 3, "Give and Take: NCTAF and Indiana's Partnership," (Marilyn M. Scannell) provides a rationale for using the NCTAF report to further one's own ends and discusses how to bring the new system of performance licensing to scale, emphasizing the importance of coalition building and adaptation of national agendas to fit local needs. Chapter 4, "Professional Development at the Center of School Reform," (Dennis Sparks) describes the National Staff Development Council's work to create standards providing a benchmark for accomplished practice that can guide professional development and school improvement. An afterword, "Building Capacity for 'What Matters Most'," (Linda Darling-Hammond) addresses the issues of developing organizational capacity, conducting efforts in a decentralized system, and conflicts arising from competing constitutencies and goals for education. (Contains 37 references.) (SM)

ED 421 480 SP 038 091

Massey, Marilyn S.

Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Report No.—EDO-SP-97-2
Pub Date—1998-08-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Child Health, *Comprehensive School Health Education, Curriculum Development, Daily Living Skills, Elementary Secondary Education, *Health Promotion, *Integrated Services, *Stress Management, *Stress Variables
Identifiers—ERIC Digests

This Digest examines how Comprehensive School Health Programs (CSHPs) may promote stress management in children and adolescents. CSHPs contain four key elements. The first element, community participation and focus, can be achieved through school health newsletters, health fairs, local newspaper, radio, and television promotions, and guest speakers. The second element, school environment, encompasses the physical setting, policy and administrative environment, psychosocial environment, and health promotion for staff. The third element, education, comprises school-based life skills programs that focus on such strategies as relaxation, problem solving, and positive perspectives. The final element, school services, provides counseling, psychological and social services, nutrition and food services, comprehensive family services, and needed medical treatments. Curricular areas that offer opportunities for curriculum infusion include health education, physical education, language arts, social studies, science, art, and music. (Contains 14 references) (LL)

ED 421 481 SP 038 092

Anderson, Jeffrey

Service-Learning and Teacher Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-97-1
Pub Date—1998-08-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Futures (of Society), Higher Education, *Integrated Curriculum, *Preservice Teacher Education, *Service Learning, Student Participation, *Teaching Methods
Identifiers—ERIC Digests

This Digest defines service-learning as both a philosophy of education and an instructional method. As a philosophy, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement. The Digest provides examples of service-learning activities in teacher education; distinguishes between community service, service learning and other forms of experiential education; cites reasons for integrating service-learning into courses; discusses approaches to integrating service-learning into teacher education programs; and cites a few research studies. Initial research results, teacher educators and preservice teachers all suggest that service-learning can be a worthwhile learning experience. But, there are many challenges to its successful use in teacher education including an already overcrowded curriculum, difficulties of arranging successful K-12 and community service-learning sites, and the linkage of service-learning to state and national teacher education accreditation standards. (Contains 14 references) (LL)

TM

ED 421 483 TM 027 826

Gribbons, Barry. Herman, Joan

True and Quasi-Experimental Designs. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-97-03
Pub Date—1997-09-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; phone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Comparative Analysis, *Control Groups, Evaluation Methods, Evaluation Utilization, *Experiments, Measurement Techniques, *Pretests Posttests, *Quasiexperimental Design, Sampling, Selection
Identifiers—ERIC Digests, Nonequivalent Control Groups, Randomization, *Randomized Experiments

Among the different types of experimental design are two general categories: true experimental designs and quasi- experimental designs. True experimental designs include more than one purposively created group, common measured outcomes, and random assignment. Quasi-experimental designs are commonly used when random assignment is not practical or possible. Frequently used quasi-experimental designs include: (1) the nonequivalent-group, posttest only design in which an outcome measure is administered to two groups or a program/treatment group and a comparison; (2) the nonequivalent-group, pretest-posttest design, in which differences between the two groups are initially assessed in a pretest; and (3) time-series designs in which several assessments or measurements are obtained from the treatment and control groups. True experimental designs yield the strongest comparisons, which include posttest only, control group designs and others designs, such as counterbalanced and matched subjects designs. The primary factor in the selection of an evaluation design is the purpose of the evaluation. It is essential to consider the usefulness of any evaluation information. The report recommends that evaluators use multiple evaluation methods as appropriate and be careful in collecting the right kinds of information when using experimental frameworks. The report also recommends considering alternative explanations for any observed differences in outcome measures. Program staff and participants can be helpful in identifying these alternative explanations and evaluating the plausibility of each. (Contains five references.) (SLD)

ED 421 484 TM 027 828

Rivera, Charlene. Vincent, Carolyn. Hafner, Anne. LaCelle-Peterson, Mark.

Statewide Assessment Programs: Policies and Practices for the Inclusion of Limited English Proficient Students. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-97-02
Pub Date—1997-03-00
Contract—RR93002002, T003H10002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; phone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Accountability, Educational Assessment, Educational Policy, Elementary Secondary Education, *Limited English Speaking, *Policy Formation, Special Education, Special Needs Students, *State Programs, Test Use, *Testing Programs
Identifiers—ERIC Digests

The standards-based educational reform initiatives of the 1990's call for assessment innovations to support high standards. To document state assessment policies and to develop policy recommendations for assessment innovations, the George Washington University Center for Excellence and Equity in Education surveyed state assessment directors in 1994. Survey data from the 50 states and the District of Columbia were aggregated and analyzed to examine questions about the nature and extent of state assessment programs, the degree to which limited-English-proficiency (LEP) students were included, modifications designed for LEP students, and assessments used for accountability purposes. Forty-eight states, including the District of Columbia, reported using 117 assessment programs, an average of about 2.3 assessment programs per state. Only Minnesota, Nebraska, and Wyoming did not conduct any statewide assessment in 1994. Forty-five states included some or all LEP students in at least one assessment program, although only 15 states reported the actual number of LEP students assessed. Forty-four states allowed exceptions for LEP students on at least 1 assessment, and 27 states modified at least 1 statewide assessment for LEP students. Seventeen states reported a policy that required students to pass a high school graduation test. Overall, findings suggest that states are struggling to develop appropriate policies to include LEP students, a task that is complicated by inconsistent definitions and policies within and among states. Several recommendations are given for developing these policies. (Contains two tables and five references.) (SLD)

ED 421 485 TM 027 829

Designing Structured Interviews for Educational Research. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-97-04
Pub Date—1997-10-00
Contract—RR93002002
Note—4p.; Adapted from "Using Structured Interviewing Techniques," General Accounting Office, Washington, DC: Program Evaluation and Methodology Division Report No. 10.1.5.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; phone: 800-464-3742.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Data Collection, *Educational Research, Elementary Secondary Education, Higher Education, *Research Design, Research Methodology, *Telephone Surveys, *Test Construction, Test Items
Identifiers—ERIC Digests, *Structured Interviews

This digest reviews the basic building blocks of a structured interview, points out some of the pitfalls in interviewing, and suggests ways for researchers to avoid these difficulties to produce questions that have the best possibility of generating reliable and accurate data on the topics of interest. The data collection instrument is a document containing questions presented in a systematic and highly precise fashion. A structured interview uses such an instrument to gather data face-to-face or over the telephone. It is also possible to conduct a computer-assisted telephone interview, in which the data collection instrument is stored in a computer and the interviewer records responses directly into the computer. The researcher must compare the relative benefits of these types of structured interviews with those of the mail questionnaire. If a structured interview is chosen, the first step is to formulate the broad overall questions that the survey is intended to answer. The second step is to translate these broad questions into measurable elements as

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hypotheses or more precise questions. The target population must then be identified, and the study can then proceed to the development of a pool of specific questions designed to elicit the desired information. The main criteria for appropriate questions are relevance, selection of the respondents, and ease of response. Important considerations in deciding on the format of questions are "how" the question is to be delivered, the type of information the respondent is expected to provide, and the possible alternative responses. Making these decisions results in the selection of open-ended, fill-in-the-blank, binary choice, scaled response, or unscaled response questions. (Contains five references.) (SLD)

ED 421 486 TM 027 831

Gawel, Joseph E.

Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-97-01

Pub Date—1997-07-00

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; phone: 800-464-3742.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Elementary Secondary Education, Industrial Psychology, *Job Satisfaction, *Motivation, *Needs, *State Programs, *Teachers

Identifiers—ERIC Digests, *Herzberg (Frederick), Maslow (Abraham), *Maslows Hierarchy of Needs, Tennessee Career Ladder Program

Among the behavioral theories embraced by American business are those of Frederick Herzberg and Abraham Maslow. Herzberg proposed a theory about job factors that motivate employees, and Maslow developed a theory about the rank and satisfaction of human needs and how people pursue those needs. This digest briefly outlines both theories and then summarizes a study of the Tennessee Career Ladder Program (TCLP), which suggested that teachers in this career development program do not match the behavior of employees in business. Herzberg's (1959) construction was a two-dimensional paradigm of "hygiene" (dissatisfiers) factors that do not actually motivate or create satisfaction and "motivators" (satisfiers). Five motivators in particular were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Maslow's hierarchy ranks needs from the psychological, through safety, love and belongingness, esteem, and self-actualization. He theorized that a person could not pursue the next need until the currently recognized need was substantially or completely satisfied, a concept called prepotency. A study conducted by F. Bellott and F. Tutor (1990) found that for elementary and secondary school teachers in the TCLP Herzberg's characterization of salary as a hygiene factor and Maslow's view of esteem as a lower order need than self-actualization did not seem to hold true. These findings may help explain "why" good teachers are lost to higher paying positions and may help administrators focus on their needs for esteem. (Contains four tables and four references.) (SLD)

UD

ED 412 297 UD 031 451

Flaxman, Erwin. Orr, Margaret

Determining the Effectiveness of Youth Programs. ERIC/CUE Digest No. 118.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-96-6; ISSN-0889-8049

Pub Date—1996-12-00

Contract—RR3002016

Note—6p.; Discussions represent a summary of material in "Evaluating School-to-Work Transition" by Margaret Terry Orr (1995), available from the National Institute for Work and Learning, Academy for Educational Development, Washington, DC and "Managing Youth Development Programs for At-Risk Students: Lessons from Research and Practical Experience" by Andrew Hahn (1992) available from the ERIC Clearinghouse on Urban Education.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Data Collection, *Disadvantaged Youth, Evaluation Methods, Formative Evaluation, Program Evaluation, Summative Evaluation, Urban Problems, *Youth Programs

Identifiers—ERIC Digests, *Impact Evaluation

This digest examines features of both process and impact evaluations to help officials of youth programs assess the programs for which they are responsible. With proper planning, evaluation can be part of a program without having to compete for attention and resources with the services the program is trying to provide. A process evaluation examines the design, implementation, and content of a program and its data collection, analysis, and reporting activities. It is a management tool that can be used more than once, especially to see if a program is drifting away from its usual intent. Impact evaluation measures how the program has affected its participants. Youth outcomes are judged and their significance is evaluated through comparisons with nonparticipants or with participating youth with different characteristics. Even though most youth programs are small, local, and service-driven, program staff can take some simple actions to obtain data about the program to end up with useable data for evaluation. (SLD)

ED 412 309 UD 031 934

Benard, Bonnie

Turning It Around for All Youth: From Risk to Resilience. ERIC/CUE Digest, Number 126.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-97-7; ISSN-0889-8049

Pub Date—1997-08-00

Contract—RR93002016

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Disadvantaged Youth, Elementary Secondary Education, *High Risk Students, *Resilience (Personality), *School Role, Self Evaluation (Individuals), Staff Development, *Teacher Expectations of Students, Teacher Role, Urban Schools, *Urban Youth

Identifiers—ERIC Digests

This digest briefly describes how educators and schools can foster resiliency in all youth. The starting point for building on students' capacities is the belief by all the adults in their lives, particularly those in their schools, that every youth has innate resilience. All individuals have the power to change, and teachers and schools have the power to transform lives. Caring relationships, positive and high expectations, and providing opportunities to participate and contribute are the keys to fostering resilience. Strategies that build resilience include the school-level approaches to teacher support and staff development. In the classroom, teachers can foster resilience by teaching to the students' strengths, showing them that they have innate resilience, and providing growth oppor- ties. Self-assessment on the part of the teacher can be used to foster self-evaluation by students. The resiliency approach can be used in classroom experiments that focus on the growth of one particular student. Teachers who believe in urban students can enable their healthy development and successful learning. (Contains 18 references.) (SLD)

ED 413 388 UD 031 979

Cookson, Peter W., Jr. Shroff, Sonali M.

Recent Experience with Urban School Choice Plans. ERIC/CUE Digest Number 127.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-97-8; ISSN-0889-8049

Pub Date—1997-10-00

Contract—RR93002016

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Admission (School), *Educational Vouchers, *Elementary Secondary Education, *Free Choice Transfer Programs, Nontraditional Education, Political Influences, Private School Aid, *Racial Composition, *School Choice, School Desegregation, School Restructuring, State Programs, Tax Credits, Tuition, *Urban Schools

Identifiers—ERIC Digests

School choice plans have been widely adopted, and most urban areas have a limited choice plan of some sort. This digest presents an overview of different choice strategies by reviewing the experiences of several urban areas. Minnesota has statewide open enrollment for all students, making all public schools throughout the state open to all students, provided that the receiving school has room and the transfer does not harm racial integration efforts. In 1995, 15% of the state's students participated in various school choice programs. There is mixed evidence about the impact of this program, but it appears that there is little validity to the theory that choice prompts schools and districts to reform programs to meet the demands of families. New York City has instituted a policy of citywide choice. Parents may transfer their children to any city public school if space is available, but the program has received little publicity, and is not widely known. Some districts have published their choice plans, and others rely on magnet schools to promote school choice. In Massachusetts, choice has primarily been a means to achieve racial and ethnic balance in the schools. Acknowledging the negative effects of a choice system based on'y on magnet schools, the state has expanded its early efforts to include other choice options. The controlled choice option in Boston (Massachusetts) divides the city into three geographic areas for elementary and middle school assignment, but high school choice is citywide. Critics feel that there are so many controls for race, ethnicity, and gender that real school choice by parents is compromised. In Milwaukee (Wisconsin), a voucher system has provided educational alternatives to many low-income students. Pilot voucher programs in other cities are being implemented, and early reports indicate that they can increase educational effectiveness and opportunity, as do other school choice plans. (Contains 17 references.) (SLD)

ED 413 405 UD 031 999

Stern, David

Learning and Earning: The Value of Working for Urban Students. ERIC/CUE Digest Number 128.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-9; ISSN-0889-8049
Pub Date—1997-11-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Costs, Economic Factors, *Education Work Relationship, High Schools, Job Skills, *Part Time Employment, Partnerships in Education, *School Business Relationship, *Student Employment, Student Motivation, Urban Youth, *Work Experience
Identifiers—ERIC Digests

This digest briefly reviews the ways that working affects students, and describes ways that schools can partner with businesses to increase the educational benefits of working. The economic payoff for students who work in high school is well-established, including a positive association between the amount of high school work experience and employment or earnings a few years later. The opportunity to acquire skills at work can have positive effects on the development of student orientation toward work. The major potential cost of students' jobs is a negative impact on academic achievement, although research findings vary significantly on the extent of the detriment. Debates over the supposed benefits of work experience have resulted in increased interest in school-to-work initiatives in which education and employment are linked. General purposes of work-based learning are: (1) to provide for acquisition of knowledge or skills for employment; (2) career exploration and planning; (3) knowledge of all aspects of an industry; (4) development of work-related personal and social competence; and (5) improvement in student motivation and academic achievement. If work-based learning is to achieve these goals, it must be planned carefully and monitored by people who understand the work place and what is to be learned there. Teachers of academic subjects must believe that the program is worthwhile and must link the work-based aspects with instruction in formal academic subjects. Until it is determined that work-based learning can be extended effectively to college-bound students, efforts to promote work-based learning programs will be minimal, and students in those programs may feel stigmatized as less academically able. (Contains 16 references.) (SLD)

ED 414 345 UD 031 766

Beyer, Dorianne

School Safety and the Legal Rights of Students. ERIC/CUE Digest, Number 121.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-2; ISSN-0889-8049
Pub Date—1997-05-00
Contract—RR93002016
Note—6p.; Based on "School Violence and the Legal Rights of Students: Selected Issues" by Dorianne Beyer, published in the monograph "Preventing Youth Violence in Urban Schools: An Essay Collection," available from the ERIC Clearinghouse on Urban Education ($10).
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Civil Rights, *Court Litigation, Crime, Discipline Policy, *Drug Use Testing, Elementary Secondary Education, Federal Legislation, In Loco Parentis, *School Safety, *Search and Seizure, State Legislation, *Student Rights, Violence
Identifiers—ERIC Digests, *Fourth Amendment

This digest presents a brief review of recent Fourth Amendment decisions that affect the rights of students and the parameters of schools' authority to maintain a crime-free environment. Although Federal decisions apply nationwide and do mark the boundaries of permissible state and local action, state and local laws and regulations must always be considered in discussions of student rights. Over several decades, court cases have suggested that the balance between students' rights and school safety procedures is tilting towards the rights of school authorities to isolate and reduce perceived causes of school violence. Case law on searches of students, for example, supports school searches of students and their property when the search is reasonable in its inception and in its scope. In the area of drug testing, the U.S. Supreme Court has also supported educators' efforts to maintain perceived school order and discipline. With respect to students' rights in school, the current direction of Fourth Amendment law reflects society's fear of and disrespect for children and the lack of alternatives to police-type action that are used in the schools. Reliance on educational and preventive policies, as defined in the United Nations Convention on the Rights of the Child, will help protect the rights of students. (Contains 32 references.) (SLD)

ED 415 306 UD 032 085

Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-10; ISSN-0889-8049
Pub Date—1997-11-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 (free); toll-free phone: 800-601-4868.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Alienation, *Attendance, Community Involvement, *Educational Policy, Elementary Secondary Education, Minority Groups, *Prevention, Program Development, *Student Attitudes, Track System (Education), *Truancy, *Urban Schools, Urban Youth
Identifiers—ERIC Digests

This digest presents an overview of successful urban anti-truancy strategies, including both supports and penalties for students and their families. It is generally believed that to prevent truancy a sustained, multifaceted, and personalized program for each student must be developed. Community collaboration is essential to these efforts, as the example of the Well Community Council in Pittsburgh (Kansas) illustrates. Alienation from school is a major reason why students become truant, and tracking practices that marginalize poor and minority students are a primary cause of alienation. Organizing schools to promote attendance through supportive personalized attention can do much to prevent truancy. Truancy prevention programs can be designed to increase students' attachment to school and help them overcome personal and family impediments to school attendance. Parents also need a variety of supports, beginning with notification if their children are not in school. Parent counseling and parent workshops can help, providing information about the consequences of truancy and ways to prevent it. School, state, and community policies should make it clear to students and their families that the community has zero tolerance for truancy. States can hold parents responsible for their children's attendance in a variety of ways, even linking eligibility for certain public assistance programs to school attendance. The reasons students stay away from school are diverse, and many remedies are needed to address the problem. (Contains 10 references.) (SLD)

ED 416 268 UD 032 128

Weiler, Jeanne

The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-98-1; ISSN-0889-8049
Pub Date—1998-01-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Athletics, Black Students, Diversity (Student), Economic Factors, *Educational Attainment, Elementary Secondary Education, *Ethnic Groups, *Females, Hispanic Americans, Racial Differences, *Self Concept, Socioeconomic Status, *Student Attitudes, Urban Youth
Identifiers—African Americans, ERIC Digests, Latinas

This digest discusses how race and ethnicity, socioeconomic status, and area of residence, whether urban, suburban, or rural, impact girls' sports experiences. The social context of girls' lives shapes their sports choices and opportunities, with financial restraints often restricting African American girls' opportunities. When access to sports is possible, all girls appear to derive positive benefits from exercise and athletic involvement, although they perceive the benefits differently based on their experiences and social contexts. Because low-income girls of color have their sports opportunities through schools, recreation departments, and non-profit agencies, their participation is usually limited to the stereotypical popular sports of basketball and track and field, in which African American girls are over-represented. Economic class and racial and gender stratification also significantly impact the participation of women of color in sports leadership positions, including coaching and sports administration. In general, girls who participate in sports experience higher than average levels of self-esteem, and research suggests that higher rates of athletic participation or exercise were significantly related to postponing intercourse and lower rates of sexual activity and pregnancy. There is also a positive academic relationship between sports involvement and academic achievement, although there are great differences among groups. Sports participation reduced dropping out for rural Latina athletes and suburban and rural white athletes, but not for urban female athletes or African American girls from any area. Nor was there any correlation between occupational success and sports participation. Overall, the benefits of participation in athletics indicates that schools, community organizations, and sports organizations need to take steps to increase and improve the sports experiences of young women. (Contains eight references.) (SLD)

ED 416 271 UD 032 132

Cookson, Peter W., Jr. Shroff, Sonali M.

School Choice and Urban School Reform. Urban Diversity Series No. 110.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-12-00
Contract—RR93002016
Note—52p.
Available from—ERIC Clearinghouse on Urban Education, 525 West 120th Street, Box 40, Teachers College, Columbia University, New York, NY 10027; phone: 800-601-4868; fax:

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212-678-4012; e-mail: eric-cue@columbia.edu
Pub Type— ERIC Publications (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Desegregation Plans, *Educational Change, Educational Vouchers, Elementary Secondary Education, *Equal Education, *Free Choice Transfer Programs, Magnet Schools, Postsecondary Education, Public Schools, Racial Balance, *School Choice, School Restructuring, Tuition, *Urban Schools, Urban Youth
Identifiers—*Controlled Choice

This monograph explores issues related to school choice by examining available evidence for the success of choice plans. It begins with an overview of the choice movement and then describes several specific plans that illustrate the various plan types. It concludes with an appraisal of how choice will change and shape urban school reform in the future and some recommendations for increasing the equity of choice programs. The following types of plans are considered: (1) intradistrict choice; (2) interdistrict choice; (3) intrasectional choice; (4) intersectional choice; (5) controlled choice; (6) magnet schools; (7) postsecondary options; (8) second-chance options; (9) charter schools; (10) workplace training; (11) voucher plans; and (12) tuition tax credits. Some examples of choice in action are described. In Minnesota, all public schools are open to all students throughout the state if there is room and transfer does not harm racial integration efforts. New York City has a city-wide choice plan. In Massachusetts, choice has been a means to achieve racial and ethnic balance in the schools through controlled choice plans. Voucher plans have been implemented in several cities, most notably Milwaukee (Wisconsin). School choice clearly provides students with opportunities that might not otherwise exist, but it is just as clearly not a magic bullet for educational equity. (Contains 31 references.) (SLD)

ED 416 272 UD 032 133

Flannery, Daniel J.

School Violence: Risk, Preventive Intervention, and Policy. Urban Diversity Series No. 109.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-12-00
Contract—RR93002016
Note—88p.
Available from—ERIC Clearinghouse on Urban Education, 525 West 120th Street, Box 40, Teachers College, Columbia University, New York, NY 10027; 800-601-4868; fax: 212-678-4012; e-mail: eric-cue@columbia.edu
Pub Type— ERIC Publications (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescents, Aggression, Behavior Patterns, Child Development, Diversity (Student), Educational Policy, Elementary Secondary Education, *Prevention, Program Development, Program Implementation, *Risk, *School Safety, Urban Schools, Urban Youth, *Violence

This monograph examines the issue of school violence and the ways to eliminate it. The goal is to return schools to their status as safe havens for children to learn, achieve, and acquire the skills they need to become successful and productive adults. Section I defines school violence and reviews data on its prevalence. Section II discusses various risk factors for violent behavior among youth. An understanding of risk, particularly within a developmental framework, is essential to forming and implementing effective school-based prevention and intervention programs. The next section examines children's reactions to violence, including the mental health consequences of exposure and victimization, and considers the impact of victimization from a developmental perspective and the special case of bullying at school. Section IV discusses the school itself as a setting that can promote violent and aggressive behavior. This includes a discussion of student diversity, issues of safety and security, and the presence of gangs at school. Section V examines the role of education in understanding what works in violence prevention, and Section VI presents examples of several different types of school-based interventions designed to address youth aggressive and violent behavior. Programs at the elementary, middle, and high school levels are reviewed. The final chapter focuses on what is known about youth violence and the implications of this knowledge for school-based violence prevention and social policy. (Contains 4 tables, 1 figure, and 189 references.) (Author/SLD)

ED 417 244 UD 032 185

Flannery, Daniel J.

Improving School Violence Prevention Programs through Meaningful Evaluation. ERIC/CUE Digest Number 132.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-98-2; ISSN-0889-8049
Pub Date—1998-02-00
Contract—RR93002016
Note—6p.; Based on "School Violence: Risk, Preventive Intervention, and Policy" by Daniel J. Flannery; see ED 416 272.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Methods, Evaluation Utilization, Formative Evaluation, *Policy Formation, *Prevention, Program Effectiveness, *Program Evaluation, Resource Allocation, Summative Evaluation, *Urban Youth, *Violence
Identifiers—ERIC Digests

There are a great many types of violence prevention programs in schools, and many are demonstrating signs of success. Funders will not provide resources for programs, nor will schools know how to choose them, unless quality evaluation data are available to show their effectiveness and promise. Resources to conduct a meaningful evaluation are often lacking, but evaluation can inform the implementation of a program, enable a school to demonstrate the value of the program, and influence the formation and implementation of social policy. Four basic types of evaluation can be integrated into the existing structure of most schools and programs. The first is needs assessment, or formative evaluation, which helps the school determine its needs regarding a violence prevention program. Examples of types of needs assessment are given. The second type of evaluation is called outcome evaluation. It answers the question of what has changed because of the intervention. A third type of evaluation is a process evaluation, which attempts to address the questions of what works best and why it works. The last type of basic evaluation is cost-benefit analysis, which addresses questions of cost effectiveness. In any evaluation, there are three basic strategies for collecting information about program effectiveness. These are: (1) collection of outcome data before the intervention is implemented; (2) assessment, whenever possible, of a comparison group of students, classes, or schools, not exposed to the intervention; and (3) random assignment of students to treatment groups or controls. A comprehensive evaluation program is a major component of those violence prevention programs that have been shown to be successful. (Contains 17 references.) (SLD)

ED 419 029 UD 032 273

Weiler, Jeanne

Recent Changes in School Desegregation. ERIC/CUE Digest Number 133.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-98-3; ISSN-0889-8049
Pub Date—1998-04-00
Contract—RR93002016
Note—7p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Court Litigation, Desegregation Litigation, Desegregation Plans, Educational Trends, Elementary Secondary Education, *Equal Education, Inner City, Racial Balance, *School Desegregation, School Resegregation, United States History, Urban Problems, *Urban Schools
Identifiers—ERIC Digests

This digest discusses some of the major trends and changes that are taking place in school desegregation in the 1990s. One of the most prominent current trends is the increasing number of court cases that release school districts from court supervision of their desegregation efforts (known as granting "unitary" status). A second important trend is increased attention to access to education and the academic performance of minority children. Several pivotal Supreme Court cases during the 1990s have spelled out procedures for court approval of the dismantling of school desegregation plans. These include: (1) Board of Education of Oklahoma v. Dowell (1991); (2) Freemen v. Pitts (1992); (3) Missouri v. Jenkins (1995); and (4) the Connecticut state case Sheff v. O'Neill (1996). When a school district is freed from court supervision, it is often free to send students back to their neighborhood schools. Although many people believe in the concept of the neighborhood school, the reality is that many urban students return to schools that are segregated and inferior. Researchers with the Harvard Project on School Desegregation have found that school segregation has increased steadily over the past 15 years, particularly in nonsouthern states. It is clear that desegregation has little relevance for many of the nation's largest cities. A number of urban districts are one-sixth or less white, and lack enough white students to desegregate meaningfully. Even within desegregated schools, many argue that segregation still exists under the guise of tracking. Concern about the achievement gap between minority and white students will probably lead to an era of desegregation cases that focus on within-school integration. Monitoring equity within schools has been difficult, and has sparked interest in measures of equity, including those of achievement, extent of special education, grade retention rates, access to services, and other institutional characteristics. The best hope for plaintiffs who wish school districts to continue under court supervision is to focus on the issue of "educational vestiges," such as within-school segregation and the academic performance gap between minorities and whites. Efforts to improve the education of students of color must focus on effective school reform regardless of whether or not a school is physically desegregated. (Contains 13 references.) (SLD)

ED 419 030 UD 032 274

Baker, Amy J. L. Soden, Laura M.

The Challenges of Parent Involvement Research. ERIC/CUE Digest Number 134.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-98-4; ISSN-0889-8049
Pub Date—1998-04-00
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; toll-free

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phone: 800-601-4868 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Policy, *Educational Research, Elementary Secondary Education, Literature Reviews, Parent Child Relationship, *Parent Participation, Parent School Relationship, Research Design, *Research Methodology, Research Problems, *Urban Schools

Identifiers—ERIC Digests

Most practitioners and researchers support the educational policy direction of increased parent involvement, but few agree about what constitutes effective involvement. This digest, based on a critical evaluation of over 200 research studies, briefly reviews findings from parent involvement research to date, discusses their validity and utility, and proposes critical questions for future researchers in the field to consider. While methodological limitations are prevalent in the majority of parent involvement research, the sound studies that do exist have consistently found strong parent involvement effects. The methodological limitations include use of nonexperimental design, lack of isolation of parent involvement effects, inconsistent definitions of parent involvement, and nonobjective measures of parent involvement. The literature does suggest the importance of these specific types of parental involvement, among others: (1) provision of a stimulating literacy and material environment; (2) high expectations and moderate levels of parental support and supervision; (3) appropriate monitoring of television viewing and homework completion; (4) participation in joint learning activities at home; (5) emphasis on effort over ability; and (6) autonomy promoting parenting practices. Recommendations are made for future research that overcomes the methodological limitations cited and focuses on better definitions of parental involvement and its effects. (Contains 21 references.) (SLD)

ED 419 031 UD 032 275

Giles, Hollyce C.

Parent Engagement as a School Reform Strategy. ERIC/CUE Digest Number 135.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-98-5; ISSN-0889-8049

Pub Date—1998-05-00

Contract—RR93002016

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; toll-free phone: 800-601-4868 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Community Involvement, *Educational Change, Elementary Secondary Education, Inner City, Instructional Leadership, *Parent Participation, *Partnerships in Education, School Culture, *Urban Schools

Identifiers—ERIC Digests, *Industrial Areas Foundation, Reform Efforts

A growing number of urban school reform initiatives seeking to transform failing schools engage significant numbers of parents. Many such initiatives have succeeded in improving student academic achievement and transforming the culture of schools. This digest describes common characteristics of such projects. While the best among these projects is James Comer's School Development Program, another example is highlighted, the Industrial Areas Foundation (IAF), a national organization that operates locally in many communities around the country with notable success in many low-performing schools. The IAF is a network of broad-based multi-ethnic interfaith organizations in poor and moderate-income communities. The most successful reform initiatives are collaborations between parents and schools. The following characteristics have been seen as vital to school reform success: (1) viewing the school and community as an ecology; (2) building relationships based on common concerns; (3) acknowledging the role of power in school-community relationships; (4) fostering the collaborative leadership of principals; (5) developing and training parents and educators as leaders; and (6) monitoring and evaluating progress. It is important to recognize the impact of the local educational bureaucracy on a reform initiative. The mixed results of the plethora of reform initiatives implemented over the past several years suggest that urban schools alone cannot solve their societal problems nor address the obstacles often presented by educational bureaucracies. However, reform processes such as those implemented by the IAF, have had significant positive impacts on schools. Initiatives that mobilize community resources and institutions, engage parents and educators, and use power effectively offer the best possibility for addressing the serious problems faced by schools and communities. (Contains 19 references.) (SLD)

ED 420 726 UD 032 378

Cheng, Li-Rong Lilly

Enhancing the Communication Skills of Newly-Arrived Asian American Students. ERIC/CUE Digest No. 136.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-98-6; ISSN-0889-8049

Pub Date—1998-07-00

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *Communication Skills, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, Ethnic Groups, *Immigrants, Language Skills, Multicultural Education, *Pacific Islanders, Skill Development

Identifiers—ERIC Digests

This digest focuses on meeting the educational needs of recent Asian Pacific American (APA) immigrants. Newcomers usually have various levels of English proficiency, and many find school rules incomprehensible because they differ so widely from their previous experiences. In addition, American teachers expect children to be interactive, creative, and participatory, while APA parents teach their children to be quiet and obedient, and not to question teachers. Adding to the communication problems between teachers and students are the personal challenges that many newcomers face. Teachers, administrators, and counselors need to understand students' home culture and discourse rules and the similarities and differences between Asian and American schools. They must guard against stereotyping children and work to make them comfortable in the classroom. Teachers can improve APA students' discourse skills by making no assumptions about what they know or do not know, while anticipating possible challenges. They should encourage students in social activities and facilitate their transition into mainstream culture while nurturing their bicultural identities. Schools need to work hard to encourage the participation of newcomer parents. Although educators can find it hard to learn about the language, culture, and social background of every student, they can develop the ability to communicate effectively across cultures and form effective partnerships with immigrant families. (Contains 10 references.) (SLD)

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Subject Index

Ability Grouping

Grouping Students for Instruction in Middle Schools. ERIC Digest.
ED 419 631 (PS)

Abstracts

ERIC Clearinghouse and Support Contractor Publications, 1996: An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1996.
ED 411 872 (IR)

Academic Achievement

Father Involvement in Schools. ERIC Digest.
ED 419 632 (PS)

Grouping Students for Instruction in Middle Schools. ERIC Digest.
ED 419 631 (PS)

Motivation and Middle School Students. ERIC Digest.
ED 421 281 (PS)

A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.
ED 415 744 (HE)

A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.
ED 415 743 (HE)

Striving for Excellence: The National Education Goals. Volume III.
ED 414 633 (EA)

Turning It Around for All Youth: From Risk to Resilience. ERIC/CUE Digest, Number 126.
ED 412 309 (UD)

Academic Advising

The Use of Computer Data Systems in Academic Counseling: Outcomes for Community College Students. ERIC Digest.
ED 414 960 (JC)

Academic Failure

Failure Syndrome Students. ERIC Digest.
ED 419 625 (PS)

If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
ED 415 001 (PS)

Academic Records

The Use of Computer Data Systems in Academic Counseling: Outcomes for Community College Students. ERIC Digest.
ED 414 960 (JC)

Academic Standards

From At-Risk to Excellence: Principles for Practice. ERIC Digest.
ED 413 765 (FL)

The National Assessment of Educational Progress in U.S. History. ERIC Digest.
ED 412 173 (SO)

Access to Education

Recent Changes in School Desegregation. ERIC/CUE Digest Number 133.
ED 419 029 (UD)

Access to Information

Education and Learning in the Information Age: Challenges and Opportunities. Offered in Recognition of the Thirtieth Anniversary of the Educational Resources Information Center (ERIC) and the ERIC Counseling & Student Services Clearinghouse.
ED 420 019 (CG)

Accountability

Responding to Accountability Mandates. ERIC Digest.
ED 421 181 (JC)

School Productivity. ERIC Digest, Number 119.
ED 420 092 (EA)

Statewide Assessment Programs: Policies and Practices for the Inclusion of Limited English Proficient Students. ERIC/AE Digest.
ED 421 484 (TM)

Achievement Tests

The National Assessment of Educational Progress in Geography. ERIC Digest.
ED 412 169 (SO)

Active Learning

Creative Childhood Experiences in Mathematics and Science. Projects, Activity Series, and Centers for Early Childhood.
ED 411 145 (SE)

Spatial Dynamics: An Alternative Teaching Tool in the Social Studies. ERIC Digest.
ED 415 179 (SO)

Using Primary Sources in the Primary Grades. ERIC Digest.
ED 419 773 (SO)

Administrative Organization

Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, No. 4.
ED 410 847 (HE)

Higher Education Leadership: Analyzing the Gender Gap. ERIC Digest.
ED 410 846 (HE)

Administrator Evaluation

Measuring Leadership.
ED 414 657 (EA)

Administrator Role

Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
ED 412 208 (SP)

Presidents and Trustees in Partnership. ERIC Digest.
ED 416 935 (JC)

Teacher Leadership.
ED 419 265 (EA)

Adolescents

If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
ED 415 001 (PS)

School Violence: Risk, Preventive Intervention, and Policy. Urban Diversity Series No. 109.
ED 416 272 (UD)

Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling. Topics in Immigrant Education 3. Language in Education: Theory and Practice 91.
ED 421 019 (FL)

Adult Basic Education

Work Force Education or Literacy Development: Which Road Should Adult Education Take? ERIC Digest No. 193.
ED 418 248 (CE)

Adult Education

The Adult ESL Teaching Profession. ERIC Digest.
ED 413 794 (FL)

Popular Education: Adult Education for Social Change. ERIC Digest No. 185.
ED 411 415 (CE)

Situated Learning in Adult Education. ERIC Digest No. 195.
ED 418 250 (CE)

Social Identity and the Adult ESL Classroom. ERIC Digest.
ED 413 795 (FL)

Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.
ED 414 431 (CE)

Adult Learning
Learning Styles and Electronic Information. Trends and Issues Alerts.
ED 420 788 (CE)
Situated Learning in Adult Education. ERIC Digest No. 195.
ED 418 250 (CE)

Adult Students
Adults with Learning Disabilities. ERIC Digest No. 189.
ED 414 434 (CE)

Adviser Role
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
ED 414 580 (CS)

Africa
A Resource Guide To Teaching about Africa. ERIC Resource Guide.
ED 416 115 (SO)

African Studies
A Resource Guide To Teaching about Africa. ERIC Resource Guide.
ED 416 115 (SO)

Aging in Academia
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
ED 415 734 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
ED 415 733 (HE)

American Sign Language
Educating Children Who Are Deaf or Hard of Hearing: English-Based Sign Systems. ERIC Digest #E556.
ED 414 674 (EC)

Anger
Helping Young Children Deal with Anger. ERIC Digest.
ED 414 077 (PS)

Antibias Practices
Improving Ethnic and Racial Relations in the Schools. ERIC Digest.
ED 414 113 (RC)

Appropriate Technology
The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.
ED 416 042 (RC)

Articulation (Education)
Improving Transfer and Articulation Policies. ERIC Digest.
ED 416 934 (JC)
Work-Based Learning. ERIC Digest No. 187.
ED 411 417 (CE)

Asian Americans
Enhancing the Communication Skills of Newly-Arrived Asian American Students. ERIC/CUE Digest No. 136.
ED 420 726 (UD)

Assistive Devices (for Disabled)
Educating Children Who Are Deaf or Hard of Hearing: Overview. ERIC Digest #E549.
ED 414 667 (EC)

At Risk Persons
If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
ED 415 001 (PS)
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.
ED 415 431 (CE)

At Risk Students
If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
ED 415 001 (PS)

Athletics
The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.
ED 416 268 (UD)

Attendance
Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.
ED 415 306 (UD)

Attitude Change
Outdoor Education and Environmental Responsibility. ERIC Digest.
ED 414 112 (RC)

Auditory Training
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Oral. ERIC Digest #E551.
ED 414 669 (EC)
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Verbal. ERIC Digest #E552.
ED 414 670 (EC)

Authoring Aids (Programming)
More Than Just the Internet: Technology for Language Teaching. ERIC Digest.
ED 414 767 (FL)

Beginning Reading
Beginning Reading. ERIC/OSEP Digest #E565.
ED 418 515 (EC)
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success. Second Edition.
ED 413 577 (CS)

Behavior Change
Outdoor Education and Environmental Responsibility. ERIC Digest.
ED 414 112 (RC)
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)

Behavior Disorders
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)

Behavior Management
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)

Behavior Modification
Helping Young Children Deal with Anger. ERIC Digest.
ED 414 077 (PS)

Behavior Problems
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)

Bilingual Bicultural Model
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.
ED 414 671 (EC)

Bilingual Education Programs
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.
ED 414 671 (EC)

Board of Education Role
Presidents and Trustees in Partnership. ERIC Digest.
ED 416 935 (JC)

Career Change
Career Mobility: A Choice or Necessity? ERIC Digest No. 191.
ED 414 436 (CE)
Career Transitions: ERIC Digest.
ED 414 526 (CG)
Scientists and Mathematicians Become School Teachers.
ED 417 934 (SE)
The Web: Creating and Changing Jobs. Trends and Issues Alerts.
ED 417 294 (CE)

Career Choice
Career Development: Issues of Gender, Race, and Class. Information Series No. 371.
ED 413 533 (CE)

Career Counseling
Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.
ED 414 524 (CG)
Career Transitions: ERIC Digest.
ED 414 526 (CG)
A Changing Focus in Evaluation: Linking Process and Outline: ERIC Digest.
ED 414 519 (CG)
Delivery of Career Counseling Services: Community Access—The Role of Employers: ERIC Digest.
ED 414 514 (CG)
Delivery of Career Counseling Services: Videodisc & Multimedia Career Interventions: ERIC Digest.
ED 414 516 (CG)
Evaluating Career Counseling Centers: A Collaborative Approach: ERIC Digest.
ED 414 517 (CG)
Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.
ED 414 513 (CG)
Follow-Up Evaluation of Career-Counseling Programs: ERIC Digest.
ED 414 525 (CG)
Marketing Career Counseling Services: ERIC Digest.
ED 414 523 (CG)
A Measurement Model for Employment Counseling: ERIC Digest.
ED 414 520 (CG)
On the Horizon: Important Future Directions for Career Development: ERIC Digest.
ED 414 527 (CG)
Performance Assessments of Career Development: ERIC Digest.
ED 414 518 (CG)
"Quality Career Counseling Services:" A Developmental Tool for Organizational Accountability: ERIC Digest.
ED 414 522 (CG)
A Three-Tiered Model of Career Counseling Services: ERIC Digest.
ED 414 515 (CG)

Career Development
Career Development: Issues of Gender, Race, and Class. Information Series No. 371.
ED 413 533 (CE)
Career Mobility: A Choice or Necessity? ERIC Digest No. 191.
ED 414 436 (CE)
Career Transitions: ERIC Digest.
ED 414 526 (CG)
Delivery of Career Counseling Services: Community Access—The Role of Employers: ERIC Digest.
ED 414 514 (CG)
Delivery of Career Counseling Services: Videodisc & Multimedia Career Interventions: ERIC Digest.
ED 414 516 (CG)
Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.
ED 414 513 (CG)
The Future of Career Development. Myths and Realities.
ED 417 295 (CE)
A Measurement Model for Employment Counseling: ERIC Digest.
ED 414 520 (CG)
On the Horizon: Important Future Directions for Career Development: ERIC Digest.
ED 414 527 (CG)
Part-Time Work and Other Flexible Options. ERIC Digest No. 192.
ED 418 247 (CE)
Performance Assessments of Career Development: ERIC Digest.
ED 414 518 (CG)
A Three-Tiered Model of Career Counseling Services: ERIC Digest.
ED 414 515 (CG)

Career Education
Career Mobility: A Choice or Necessity? ERIC Digest No. 191.
ED 414 436 (CE)
The Future of Career Development. Myths and Realities.
ED 417 295 (CE)

Career Guidance
Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.
ED 414 524 (CG)
Marketing Career Counseling Services: ERIC Digest.
ED 414 523 (CG)

Career Planning
The Adult ESL Teaching Profession. ERIC Digest.
ED 413 794 (FL)

Change Agents
Forces Motivating Institutional Reform. ERIC Digest.
ED 421 179 (JC)
Social Action: A Mandate for Counselors.
ED 417 372 (CG)

Child Advocacy
Know Your Legal Rights in Gifted Education. ERIC Digest E541.
ED 415 590 (EC)

Child Development
Child-Initiated Learning Activities for Young Children Living in Poverty. ERIC Digest.
ED 413 105 (PS)
Developmentally Appropriate Practice: What Does Research Tell Us? ERIC Digest.
ED 413 106 (PS)

Child Health
Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest.
ED 421 480 (SP)

Child Welfare
Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.
ED 413 646 (EA)

Childrens Literature
Fiction about Japan in the Elementary Curriculum. ERIC Digest.
ED 415 174 (SO)
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ED 412 168 (SO)
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success. Second Edition.
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ED 415 175 (SO)

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ED 411 172 (SO)
International Partnerships for Civic Education and Democracy.
ED 419 775 (SO)
Internet Resources for Civic Educators. ERIC Digest.
ED 415 176 (SO)
Law Magnet Programs. ERIC Digest.
ED 411 178 (SO)
Libraries and Democracy. ERIC Digest.
ED 414 211 (SO)
Recent Trends in Economic Education. ERIC Digest.
ED 412 171 (SO)
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 2.
ED 415 175 (SO)
Resources on Law-Related Education: Documents and Journal Articles in ERIC. Yearbook No. 3.
ED 412 172 (SO)

Civics
International Partnerships for Civic Education and Democracy.
ED 419 775 (SO)
Libraries and Democracy. ERIC Digest.
ED 414 211 (SO)
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 2.
ED 415 175 (SO)
Resources on Law-Related Education: Documents and Journal Articles in ERIC. Yearbook No. 3.
ED 412 172 (SO)

Civil Liberties
A Global Perspective on Human Rights Education. ERIC Digest.
ED 421 447 (SO)

Civil Rights
School Safety and the Legal Rights of Students. ERIC/CUE Digest, Number 121.
ED 414 345 (UD)

Class Activities
The Online Classroom: Teaching with the Internet. Third Edition.
ED 413 606 (CS)

Class Organization
Grouping Students for Instruction in Middle Schools. ERIC Digest.
ED 419 631 (PS)
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ED 417 841 (PS)

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From At-Risk to Excellence: Principles for Practice. ERIC Digest.
ED 413 765 (FL)
Social Identity and the Adult ESL Classroom. ERIC Digest.
ED 413 795 (FL)

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Adults with Learning Disabilities. ERIC Digest No. 189.
ED 414 434 (CE)
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ED 414 769 (FL)
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ED 418 325 (CE)

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Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #E554.
ED 414 672 (EC)

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Developmentally Appropriate Practice: What Does Research Tell Us? ERIC Digest.
ED 413 106 (PS)

Cognitive Restructuring
Failure Syndrome Students. ERIC Digest.
ED 419 625 (PS)

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Learning Styles and Electronic Information. Trends and Issues Alerts.
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New Learning Strategies for Generation X. ERIC Digest No. 184.
ED 411 414 (CE)

College Basic Academic Subjects Examination
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.
ED 415 744 (HE)
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.
ED 415 743 (HE)

College Bound Students
The Path to College: Making Choices That Are Right for You.
ED 413 886 (IR)

College Choice
The Path to College: Making Choices That Are Right for You.
ED 413 886 (IR)

College Curriculum
Issues Surrounding the Community College Collegiate Function: A Synthesis of the Literature.
ED 417 784 (JC)

College Faculty
Assessing Faculty Publication Productivity: Issues of Equity. ASHE-ERIC Higher Education Report, Volume 26, Number 2.
ED 420 243 (HE)
Assessing Faculty Publication Productivity: Issues of Equity. ERIC Digest.
ED 420 242 (HE)
Faculty and Staff Development. ERIC Digest.
ED 416 941 (JC)
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ASHE-ERIC Higher Education Report, Vol. 26, No. 1.
ED 418 655 (HE)
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ERIC Digest.
ED 418 654 (HE)
Forces Motivating Institutional Reform. ERIC Digest.
ED 421 179 (JC)
Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ASHE-ERIC Higher Education Report, Volume 26, No. 3.
ED 420 245 (HE)
Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ERIC Digest.
ED 420 244 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
ED 415 734 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
ED 415 733 (HE)

College Governing Councils
Presidents and Trustees in Partnership. ERIC Digest.
ED 416 935 (JC)

College Outcomes Assessment
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ASHE-ERIC Higher Education Report, Vol. 26, No. 1.
ED 418 655 (HE)
Responding to Accountability Mandates. ERIC Digest.
ED 421 181 (JC)

College Preparation
The Path to College: Making Choices That Are Right for You.
ED 413 886 (IR)

College Presidents
Presidents and Trustees in Partnership. ERIC Digest.
ED 416 935 (JC)

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Issues Surrounding the Community College Collegiate Function: A Synthesis of the Literature.
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Early Intervention Programs: Opening the Door to Higher Education. ASHE-ERIC Higher Education Report Vol. 25, No. 6.
ED 412 863 (HE)
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ED 412 862 (HE)
Resources on Professional Development Schools: An Annotated Bibliography and Resource Guide. Second Edition.
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College Students
A National Review of Scholastic Achievement in General Education: How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.
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College Transfer Students
Issues Surrounding the Community College Collegiate Function: A Synthesis of the Literature.
ED 417 784 (JC)

Colleges
The Path to College: Making Choices That Are Right for You.
ED 413 886 (IR)

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Educating Children Who Are Deaf or Hard of Hearing: Cued Speech. ERIC Digest #E555.
ED 414 673 (EC)

Communication Skills
Educating Children Who Are Deaf or Hard of Hearing: Overview. ERIC Digest #E549.
ED 414 667 (EC)
Educating Children Who Are Deaf or Hard of Hearing: Total Communication. ERIC Digest #559.
ED 414 677 (EC)
Enhancing the Communication Skills of Newly-Arrived Asian American Students. ERIC/CUE Digest No. 136.
ED 420 726 (UD)

Community Colleges
Collaborative Learning in Community Colleges. ERIC Digest.
ED 411 023 (JC)
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Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.
ED 420 494 (SE)

Strategic Planning
Marketing Career Counseling Services: ERIC Digest.
ED 414 523 (CG)

Stress (Biological)
Coping with Stress in the Special Education Classroom: Can Individual Teachers More Effectively Manage Stress?. ERIC Digest #E545.
ED 414 659 (EC)

Stress Management
Coping with Stress in the Special Education Classroom: Can Individual Teachers More Effectively Manage Stress?. ERIC Digest #E545.
ED 414 659 (EC)
Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest.
ED 421 480 (SP)
Stress in the Work Place: ERIC Digest.
ED 414 521 (CG)

Stress Variables
Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest.
ED 421 480 (SP)
Stress in the Work Place: ERIC Digest.
ED 414 521 (CG)

Structured Interviews
Designing Structured Interviews for Educational Research. ERIC/AE Digest.
ED 421 485 (TM)

Student Attitudes
The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.
ED 416 268 (UD)
Collaborative Learning in Community Colleges. ERIC Digest.
ED 411 023 (JC)
Improving Ethnic and Racial Relations in the Schools. ERIC Digest.
ED 414 113 (RC)
Outdoor Education and Environmental Responsibility. ERIC Digest.
ED 414 112 (RC)
Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.
ED 415 306 (UD)

Student Characteristics
Community Colleges: General Information and Resources. ERIC Digest.
ED 411 929 (JC)

Student Development
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
ED 414 580 (CS)

Student Employment
Learning and Earning: The Value of Working for Urban Students. ERIC/CUE Digest Number 128.
ED 413 405 (UD)

Student Evaluation
Educating Children Who Are Deaf or Hard of Hearing: Assessment. ERIC Digest #550.
ED 414 668 (EC)
Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments. Language in Education: Theory and Practice 90.
ED 413 768 (FL)
Portfolio Assessment: Missing Link in Student Evaluation. Trends and Issues Alerts.
ED 414 447 (CE)

Student Motivation
Motivation and Middle School Students. ERIC Digest.
ED 421 281 (PS)

Student Needs
Adults with Learning Disabilities. ERIC Digest No. 189.
ED 414 434 (CE)
Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success. ERIC Digest.
ED 419 385 (FL)
Student Diversity and Learning Needs. ERIC Digest.
ED 412 527 (CS)
Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling. Topics in Immigrant Education 3. Language in Education: Theory and Practice 91.
ED 421 019 (FL)

Student Participation
School Size. ERIC Digest, Number 113.
ED 414 615 (EA)
Spatial Dynamics: An Alternative Teaching Tool in the Social Studies. ERIC Digest.
ED 415 179 (SO)

Student Placement
Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #E557.
ED 414 675 (EC)
Educating Children Who Are Deaf or Hard of Hearing: Residential Life, ASL, and Deaf Culture. ERIC Digest #558.
ED 414 676 (EC)
Reducing the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566.
ED 417 301 (EC)

Student Problems
If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
ED 415 001 (PS)

Student Publications
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
ED 414 580 (CS)

Student Rights
Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #E557.
ED 414 675 (EC)
Know Your Legal Rights in Gifted Education. ERIC Digest E541.
ED 415 590 (EC)
School Safety and the Legal Rights of Students. ERIC/CUE Digest, Number 121.
ED 414 345 (UD)
Student Dress Policies. ERIC Digest, Number 117.
ED 415 570 (EA)

Substance Abuse
Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.
ED 413 646 (EA)

Substitute Teachers
Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
ED 412 208 (SP)

Systems Approach
School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)
Survey of Instructional Development Models. Third Edition.
ED 411 780 (IR)

Teacher Attendance
Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
ED 412 208 (SP)

Teacher Attitudes
Differences between the Professional Attitudes of Full- and Part-Time Faculty.
ED 417 783 (JC)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.
ED 420 495 (SE)

Teacher Characteristics
Community Colleges: General Information and Resources. ERIC Digest.
ED 411 929 (JC)
Differences between the Professional Attitudes of Full- and Part-Time Faculty.
ED 417 783 (JC)

Teacher Education
Creating a Learning Organization. ERIC Digest, Number 121.
ED 420 897 (EA)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.
ED 420 495 (SE)
Professional Development of Foreign Language Teachers. ERIC Digest.
ED 414 768 (FL)

Teacher Education Programs
Scientists and Mathematicians Become School Teachers.
ED 417 934 (SE)

Teacher Expectations of Students
Turning It Around for All Youth: From Risk to Resilience. ERIC/CUE Digest, Number 126.
ED 412 309 (UD)

Teacher Leaders
Teacher Leadership.
ED 419 265 (EA)

Teacher Leadership
Teacher Leadership.
ED 419 265 (EA)

Teacher Qualifications
The Adult ESL Teaching Profession. ERIC Digest.
ED 413 794 (FL)
Of Course It Matters. Putting the National Commission Report into Action.
ED 417 156 (SP)

Teacher Role
Loneliness in Young Children. ERIC Digest.
ED 419 624 (PS)
Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ASHE-ERIC Higher Education Report, Volume 26, No. 3.
ED 420 245 (HE)

Teacher Student Relationship
Looping: Adding Time, Strengthening Relationships. ERIC Digest.
ED 414 098 (PS)
New Learning Strategies for Generation X. ERIC Digest No. 184.
ED 411 414 (CE)
Using Technology in Remedial Education. ERIC Digest.
ED 421 180 (JC)

Teachers
Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. ERIC/AE Digest.
ED 421 486 (TM)
Teacher Leadership.
ED 419 265 (EA)

Teaching Guides
A Resource Guide To Teaching about Africa. ERIC Resource Guide.
ED 416 115 (SO)

Teaching Methods
Service-Learning and Teacher Education. ERIC Digest.
ED 421 481 (SP)

Tech Prep
Tech Prep: Is It Working? Myths and Realities.
ED 415 432 (CE)

Technological Advancement
Integrating Technology on Campus: Human Sensibilities and Technical Possibilities. New Direction for Community Colleges, Number 101.
ED 417 787 (JC)
New Perspectives on Mentoring. ERIC Digest No. 194.
ED 418 249 (CE)
The Virtual Campus: Technology and Reform in Higher Education. ERIC Digest.
ED 412 815 (HE)

Technology Integration
The Benefits of Information Technology. ERIC Digest.
ED 420 302 (IR)

Technology Mediated Interactive Learning
The Online Classroom: Teaching with the Internet. Third Edition.
ED 413 606 (CS)

Technology Role
The Benefits of Information Technology. ERIC Digest.
ED 420 302 (IR)

Technology Transfer
The Virtual Campus: Technology and Reform in Higher Education. ASHE-ERIC Higher Education Report, Volume 25, No. 5.
ED 412 816 (HE)

Telecommunications
E-rate: A Resource Guide for Educators. ERIC Digest.
ED 420 307 (IR)
Learning Styles and Electronic Information. Trends and Issues Alerts.
ED 420 788 (CE)

Telephone Surveys
Designing Structured Interviews for Educational Research. ERIC/AE Digest.
ED 421 485 (TM)

Television
Integrating Film and Television into Social Studies Instruction. ERIC Digest.
ED 415 177 (SO)

Television Viewing
Television Violence: Content, Context, and Consequences. ERIC Digest.
ED 414 078 (PS)

Temporary Employment
Will We All Be Portfolio Workers? Trends and Issues Alerts.
ED 414 448 (CE)

Tenured Faculty
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
ED 415 734 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
ED 415 733 (HE)

Test Construction
Designing Structured Interviews for Educational Research. ERIC/AE Digest.
ED 421 485 (TM)

Testing Problems
Educating Children Who Are Deaf or Hard of Hearing: Assessment. ERIC Digest #550.
ED 414 668 (EC)

Testing Programs
Statewide Assessment Programs: Policies and Practices for the Inclusion of Limited English Proficient Students. ERIC/AE Digest.
ED 421 484 (TM)

Thinking Skills
Helping with Homework: A Parent's Guide to Information Problem-Solving.
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Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.
ED 420 494 (SE)

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Educating Children Who Are Deaf or Hard of Hearing: Total Communication. ERIC Digest #559.
ED 414 677 (EC)

Track System (Education)
Grouping Students for Instruction in Middle Schools. ERIC Digest.
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Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success. Second Edition.
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Training Methods
Web-Based Training. Trends and Issues Alerts.
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Improving Transfer and Articulation Policies. ERIC Digest.
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Transitional Employment
Career Transitions: ERIC Digest.
ED 414 526 (CG)

Transitional Programs
Career Transitions: ERIC Digest.
ED 414 526 (CG)
What's Happening in School-to-Work Programs? ERIC Digest No. 190.
ED 414 435 (CE)

Truancy
Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.
ED 415 306 (UD)

Trustees
Presidents and Trustees in Partnership. ERIC Digest.
ED 416 935 (JC)

Two Year Colleges
Community Colleges: General Information and Resources. ERIC Digest.
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United States History
Including Historic Places in the Social Studies Curriculum. ERIC Digest.
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The National Assessment of Educational Progress in U.S. History. ERIC Digest.
ED 412 173 (SO)
Teaching about Vietnam and the Vietnam War. ERIC Digest.
ED 411 175 (SO)

Urban Education
Critical Knowledge for Diverse Teachers and Learners.
ED 413 292 (SP)

Urban Schools
The Challenges of Parent Involvement Research. ERIC/CUE Digest Number 134.
ED 419 030 (UD)
Parent Engagement as a School Reform Strategy. ERIC/CUE Digest Number 135.
ED 419 031 (UD)
Recent Changes in School Desegregation. ERIC/CUE Digest Number 133.
ED 419 029 (UD)
Recent Experience with Urban School Choice Plans. ERIC/CUE Digest Number 127.
ED 413 388 (UD)
School Choice and Urban School Reform. Urban Diversity Series No. 110.
ED 416 271 (UD)
Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.
ED 415 306 (UD)

Urban Youth
Improving School Violence Prevention Programs through Meaningful Evaluation. ERIC/CUE Digest Number 132.
ED 417 244 (UD)
Turning It Around for All Youth: From Risk to Resilience. ERIC/CUE Digest, Number 126.
ED 412 309 (UD)

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The Virtual Campus: Technology and Reform in Higher Education. ERIC Digest.
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ERIC User Services Manual. Revised Edition.
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Verbal Communication
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Oral. ERIC Digest #E551.
ED 414 669 (EC)
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Verbal. ERIC Digest #E552.
ED 414 670 (EC)

Verbal Development
Building a Strong Vocabulary: A Twelve-Week Plan for Students.
ED 413 576 (CS)

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Teaching about Vietnam and the Vietnam War. ERIC Digest.
ED 411 175 (SO)

Vietnam War
Teaching about Vietnam and the Vietnam War. ERIC Digest.
ED 411 175 (SO)

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Improving School Violence Prevention Programs through Meaningful Evaluation. ERIC/CUE Digest Number 132.
ED 417 244 (UD)
School Violence: Risk, Preventive Intervention, and Policy. Urban Diversity Series No. 109.
ED 416 272 (UD)
Television Violence: Content, Context, and Consequences. ERIC Digest.
ED 414 078 (PS)

Virtual Classrooms
The Virtual Campus: Technology and Reform in Higher Education. ASHE-ERIC Higher Education Report, Volume 25, No. 5.
ED 412 816 (HE)
The Virtual Campus: Technology and Reform in Higher Education. ERIC Digest.
ED 412 815 (HE)

Visual Literacy
Picture Books as a Social Studies Resource in the Elementary School Classroom. ERIC Digest.
ED 412 168 (SO)

Vocabulary Development
Building a Strong Vocabulary: A Twelve-Week Plan for Students.
ED 413 576 (CS)
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ED 412 506 (CS)

Vocabulary Skills
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ED 412 506 (CS)

Vocational Education
Competency-Based Education and Training. Myths and Realities.
ED 415 430 (CE)
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.
ED 415 431 (CE)
Portfolio Assessment: Missing Link in Student Evaluation. Trends and Issues Alerts.
ED 414 447 (CE)
Tech Prep: Is It Working? Myths and Realities.
ED 415 432 (CE)
Using Problem-Solving Approaches in Vocational Education. Practice Application Brief.
ED 418 325 (CE)
Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.
ED 414 431 (CE)
The World Wide Web and Vocational Education. ERIC Digest No. 186.
ED 411 416 (CE)

Volunteer Management
Volunteer Management. Trends and Issues Alerts.
ED 414 430 (CE)

Volunteer Training
Volunteer Management. Trends and Issues Alerts.
ED 414 430 (CE)

Volunteers
Volunteer Management. Trends and Issues Alerts.
ED 414 430 (CE)

Web Sites
Internet Resources for Civic Educators. ERIC Digest.
ED 415 176 (SO)
Internet Resources for K-8 Students. ERIC Digest.
ED 420 303 (IR)

Welfare Recipients
Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.
ED 414 431 (CE)

Welfare Reform
Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.
ED 414 431 (CE)

Women Faculty
Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, No. 4
ED 410 847 (HE)
Higher Education Leadership: Analyzing the Gender Gap. ERIC Digest.
ED 410 846 (HE)

Word Knowledge
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ED 412 506 (CS)

Word Recognition
Beginning Reading. ERIC/OSEP Digest #E565.
ED 418 515 (EC)

Work Environment
Conflict Management: Trends and Issues Alerts.
ED 417 291 (CE)
Spirituality in the Workplace. Trends and Issues Alerts.
ED 420 789 (CE)
Stress in the Work Place: ERIC Digest.
ED 414 521 (CG)

Work Experience
Learning and Earning: The Value of Working for Urban Students. ERIC/CUE Digest Number 128.
ED 413 405 (UD)

Work Experience Programs
Work-Based Learning. ERIC Digest No. 187.
ED 411 417 (CE)

Workplace Literacy
Work Force Education or Literacy Development: Which Road Should Adult Education Take? ERIC Digest No. 193.
ED 418 248 (CE)

World Affairs
Trends in Peace Education. ERIC Digest.
ED 417 123 (SO)

World History
A Resource Guide To Teaching about Africa. ERIC Resource Guide.
ED 416 115 (SO)
Teaching World History: The Global Human Experience through Time. ERIC Digest.
ED 419 772 (SO)

World Wide Web
Global Education: Internet Resources. ERIC Digest.
ED 417 124 (SO)
Information Management. Myths and Realities.
ED 417 296 (CE)
Internet Resources for Civic Educators. ERIC Digest.
ED 415 176 (SO)
Learning Styles and Electronic Information. Trends and Issues Alerts.
ED 420 788 (CE)
Seniors in Cyberspace. Trends and Issues Alerts.
ED 417 293 (CE)
Web-Based Training. Trends and Issues Alerts.
ED 414 446 (CE)
The Web: Creating and Changing Jobs. Trends and Issues Alerts.
ED 417 294 (CE)
The World Wide Web and Vocational Education. ERIC Digest No. 186.
ED 411 416 (CE)

Writing Skills
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
ED 414 580 (CS)

Young Children
Child-Initiated Learning Activities for Young Children Living in Poverty. ERIC Digest.
ED 413 105 (PS)
Helping Young Children Deal with Anger. ERIC Digest.
ED 414 077 (PS)
Loneliness in Young Children. ERIC Digest.
ED 419 624 (PS)

Youth Programs
Determining the Effectiveness of Youth Programs. ERIC/CUE Digest No. 118.
ED 412 297 (UD)

Author Index

Abdal-Haqq, Ismat
Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
ED 412 208 (SP)

Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools: An Annotated Bibliography and Resource Guide. Second Edition.
ED 417 154 (SP)

Aidman, Amy
Television Violence: Content, Context, and Consequences. ERIC Digest.
ED 414 078 (PS)

Aiex, Nola Kortner
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
ED 414 580 (CS)

Alexander-Kasparik, Rosalind
Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling. Topics in Immigrant Education 3. Language in Education: Theory and Practice 91.
ED 421 019 (FL)

Ali, Cynthia D.
Teach Your Children Values: 95 Things Parents Can Do!
ED 413 605 (CS)

Allen, Jackie M., Ed.
School Counseling: New Perspectives & Practices.
ED 418 339 (CG)

Allison, Jeanette
Creative Childhood Experiences in Mathematics and Science: Projects, Activity Series, and Centers for Early Childhood.
ED 411 145 (SE)

Anandam, Kamala, Ed.
Integrating Technology on Campus: Human Sensibilities and Technical Possibilities. New Direction for Community Colleges, Number 101.
ED 417 787 (JC)

Anderman, Lynley Hicks
Motivation and Middle School Students. ERIC Digest.
ED 421 281 (PS)

Anderson, Jeffrey
Service-Learning and Teacher Education. ERIC Digest.
ED 421 481 (SP)

Andrews, Sharon Vincz
Teach Your Children Values: 95 Things Parents Can Do!
ED 413 605 (CS)

Arias, Simone
Teaching World History: The Global Human Experience through Time. ERIC Digest.
ED 419 772 (SO)

Baker, Amy J. L.
The Challenges of Parent Involvement Research. ERIC/CUE Digest Number 134.
ED 419 030 (UD)

Baker, Keith
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.
ED 414 671 (EC)

Baker, Sharon
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.
ED 414 671 (EC)

Barker, Bruce
The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.
ED 416 042 (RC)

Batovsky, Steven
An Introduction to Internet Resources for K-12 Educators. Part 1: Information Resources, Update 1998. ERIC Digest.
ED 420 305 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1998. ERIC Digest.
ED 420 306 (IR)

Benard, Bonnie
Turning It Around for All Youth: From Risk to Resilience. ERIC/CUE Digest, Number 126.
ED 412 309 (UD)

Bennett, Blythe A.
Internet Resources for K-8 Students. ERIC Digest.
ED 420 303 (IR)

Berger, Sandra, Comp.
Homeschooling Resources for Gifted Students. ERIC Mini-Bib.
ED 414 684 (EC)

Bergquist, William H.
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
ED 415 734 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
ED 415 733 (HE)

Berkowitz, Robert E.
Helping with Homework: A Parent's Guide to Information Problem-Solving.
ED 418 699 (IR)

Bernson, Mary Hammond
Fiction about Japan in the Elementary Curriculum. ERIC Digest.
ED 415 174 (SO)

Beyer, Dorianne
School Safety and the Legal Rights of Students. ERIC/CUE Digest, Number 121.
ED 414 345 (UD)

Bezanson, Lynne
"Quality Career Counseling Services:" A Developmental Tool for Organizational Accountability: ERIC Digest.
ED 414 522 (CG)

Bezanson, M. Lynne
On the Horizon: Important Future Directions for Career Development: ERIC Digest.
ED 414 527 (CG)

Bland, Carole J.
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
ED 415 734 (HE)
The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
ED 415 733 (HE)

Boyer, Candace L.
Using Museum Resources in the K-12 Social Studies Curriculum. ERIC Digest.
ED 412 174 (SO)

Boyer, Candace L., Ed.
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 2.
ED 415 175 (SO)

Bradshaw, Richard A.
Delivery of Career Counseling Services: Videodisc & Multimedia Career Interventions: ERIC Digest.
ED 414 516 (CG)

Branch, Robert Maribe
Survey of Instructional Development Models. Third Edition.
ED 411 780 (IR)

Brandhorst, Ted, Ed.
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ED 411 872 (IR)

Brawner, Judy
Educating Children Who Are Deaf or Hard of Hearing: Total Communication. ERIC Digest #559.
ED 414 677 (EC)

Brophy, Jere
Failure Syndrome Students. ERIC Digest.
ED 419 625 (PS)

Brown, Bettina Lankard
Career Mobility: A Choice or Necessity? ERIC Digest No. 191.
ED 414 436 (CE)
Conflict Management: Trends and Issues Alerts.
ED 417 291 (CE)
The Future of Career Development. Myths and Realities.
ED 417 295 (CE)
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.
ED 415 431 (CE)
New Learning Strategies for Generation X. ERIC Digest No. 184.
ED 411 414 (CE)
Part-Time Work and Other Flexible Options. ERIC Digest No. 192.
ED 418 247 (CE)
Portfolio Assessment: Missing Link in Student Evaluation. Trends and Issues Alerts.
ED 414 447 (CE)
Tech Prep: Is It Working? Myths and Realities.
ED 415 432 (CE)
Using Problem-Solving Approaches in Vocational Education. Practice Application Brief.
ED 418 325 (CE)
The Web: Creating and Changing Jobs. Trends and Issues Alerts.
ED 417 294 (CE)
What's Happening in School-to-Work Programs? ERIC Digest No. 190.
ED 414 435 (CE)

Brownell, Mary
Coping with Stress in the Special Education Classroom: Can Individual Teachers More Effectively Manage Stress? ERIC Digest #E545.
ED 414 659 (EC)

Buchanan, Keith
Reforming Mathematics Instruction for ESL Literacy Students. ERIC Digest.
ED 414 769 (FL)

Bullock, Janis R.
Loneliness in Young Children. ERIC Digest.
ED 419 624 (PS)

Burke, Daniel L.
Looping: Adding Time, Strengthening Relationships. ERIC Digest.
ED 414 098 (PS)

Burnette, Jane
Reducing the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566.
ED 417 501 (EC)

Busque, Guy
A Measurement Model for Employment Counseling: ERIC Digest.
ED 414 520 (CG)

Cahill, Mildred
Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.
ED 414 513 (CG)

Caldwell, Barbara
Educating Children Who Are Deaf or Hard of Hearing: Cued Speech. ERIC Digest #E555.
ED 414 673 (EC)

Catlaks, Guntars
Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center. ERIC Digest.
ED 411 172 (SO)

Cawley, Nancy
Rising Expectations: A Framework for ERIC's Future in the National Library of Education. Report of the ERIC Operations Framework Task Force.
ED 410 969 (IR)

Cheng, Li-Rong Lilly
Enhancing the Communication Skills of Newly-Arrived Asian American Students. ERIC/CUE Digest No. 136.
ED 420 726 (UD)

Chliwniak, Luba
Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, No. 4.
ED 410 847 (HE)
Higher Education Leadership: Analyzing the Gender Gap. ERIC Digest.
ED 410 846 (HE)

Cintron, Rosa, Ed.
Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.
ED 412 999 (JC)

Colker, Laura J., Ed.
Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.
ED 413 646 (EA)

Conger, Stuart
A Three-Tiered Model of Career Counseling Services: ERIC Digest.
ED 414 515 (CG)

Cookson, Peter W., Jr.
Recent Experience with Urban School Choice Plans. ERIC/CUE Digest Number 127.
ED 413 388 (UD)
School Choice and Urban School Reform. Urban Diversity Series No. 110.
ED 416 271 (UD)

Cotton, Eileen Giuffre
The Online Classroom: Teaching with the Internet. Third Edition.
ED 413 606 (CS)

Creamer, Elizabeth G.
Assessing Faculty Publication Productivity: Issues of Equity. ASHE-ERIC Higher Education Report, Volume 26, Number 2.
ED 420 243 (HE)
Assessing Faculty Publication Productivity: Issues of Equity. ERIC Digest.
ED 420 242 (HE)

Dickens, Ben
Planning Schools for Rural Communities.
ED 418 820 (RC)

Dillon, Connie L., Ed.
Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.
ED 412 999 (JC)

Dilworth, Mary E., Ed.
Of Course It Matters. Putting the National Commission Report into Action.
ED 417 156 (SP)

Dossey, Anne E., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.
ED 420 495 (SE)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.
ED 420 494 (SE)

Dossey, John A., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.
ED 420 495 (SE)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.
ED 420 494 (SE)

Drake, Frederick D.
Using Alternative Assessments To Improve the Teaching and Learning of History. ERIC Digest.
ED 412 170 (SO)

Dunn, Loraine
Developmentally Appropriate Practice: What Does Research Tell Us? ERIC Digest.
ED 413 106 (PS)

Earp, Samantha
More Than Just the Internet: Technology for Language Teaching. ERIC Digest.
ED 414 767 (FL)

Easterbrooks, Susan
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ED 414 667 (EC)
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Rifkin, Tronie
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Rillero, Peter
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Sarma, Valts
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National Association of Elementary School Principals, Alexandria, VA.
Renewing Schools.
ED 412 649 (EA)
Teacher Leadership.
ED 419 265 (EA)

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Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.
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ED 414 673 (EC)
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The Vitality of Senior Faculty Members: Snow on the Roof-Fire in the Furnace. ERIC Digest.
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Work Force Education or Literacy Development: Which Road Should Adult Education Take? ERIC Digest No. 193.
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Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Rights and Responsibilities of Parents of Children with Disabilities. ERIC Digest #E567.
ED 419 326 (EC)

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ED 417 501 (EC)

School-Wide Behavioral Management Systems. ERIC/OSEP Digest #E563.
ED 417 515 (EC)

Appendices

1. Document Resumes for Adjunct ERIC Clearinghouse, ERIC Support Contractor, and ERIC Program Office Publications (Arranged by Component).

2. ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)

3. ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)

4. ERIC Document Reproduction Service (EDRS) — Order Form

ERIC Program Office

ED 410 969 IR 056 463

Eisenberg, Mike. Henson, Jane. Howley, Craig. Cawley, Nancy. Ramirez, Bruce. Rothenberg, Dianne.

Rising Expectations: A Framework for ERIC's Future in the National Library of Education. Report of the ERIC Operations Framework Task Force.

Spons Agency—Educational Resources Information Center (ED), Washington, DC

Pub Date—1997-08-01

Note—18p.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Development, *Educational Resources, Futures (of Society), Information Dissemination, Information Industry, *Information Services, Information Technology, Technological Advancement

Identifiers—*ERIC, National Library of Education DC

This report describes the work that the ERIC system must do in the future in order to accommodate the rising needs of patrons in a networked electronic world. The report highlights two dilemmas that compromise ERIC's continued ability to deliver what patrons expect. The first dilemma concerns ERIC's legacy of remarkable efficiency. While per pupil expenditures have doubled and federal education expenditures have quadrupled (in constant dollars), ERIC's resources have been cut by 80%, though the system has managed to flourish. The second dilemma is that ERIC is a paper-based system in an emerging electronic age. This report recommends four principles of a suitable new operations framework for ERIC: (1) sustain and increase ERIC's capacity to meet rising expectations in the information age; (2) think of ERIC as a key, load-bearing wall as the National Library of Education is built; (3) foster ERIC as the main place for organizing, linking, describing, and making accessible all education resources in all formats; and (4) develop to a much higher level ERIC's historic capacity to create useful and authoritative syntheses, analyses, and interpretations—in other words, the substantive intellectual capacity of each of the 16 ERIC Clearinghouses. (Author/AEF)

ERIC Processing and Reference Facility

ED 411 872 IR 056 699

Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse and Support Contractor Publications, 1996. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1996.

ERIC Processing and Reference Facility, Laurel, MD.; Computer Sciences Corp., Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.

Pub Date—1997-08-00

Note—101p.; For the 1995 edition, see ED 395 595.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Abstracts, Annotated Bibliographies, *Citations (References), Clearinghouses, Education, Educational Research, Federal Programs, Literature Reviews, Nonfiction, Publications, Resource Materials, State of the Art Reviews

Identifiers—Educational Information, ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 224 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1996) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, fax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ACCESS ERIC

ED 413 886 IR 018 647

The Path to College: Making Choices That Are Right for You.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-97-2519; ISSN-1065-1160

Pub Date—1997-00-00

Contract—RK95188001

Note—62p.

Journal Cit—ERIC Review; v5 n3 Fall 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Students, Black Colleges, College Attendance, *College Bound Students, *College Choice, College Environment, *College Preparation, *Colleges, Decision Making, Disabilities, *Educational Counseling, Females, *Higher Education, Internet, Land Grant Universities, Private Colleges, Single Sex Colleges, State Universities, Students, Tribally Controlled Education

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue is a compendium of resources, advice, and research to help guidance counselors, parents, and students plan for college. The first section, "Starting Out on the Path to College," contains the following articles: "Why Get on the Path to College?" (Adrianna Kezar); "Common Mistakes: Narrowing Your Choices Too Early" (Adrianna Kezar); "Which Is the Right Path?" (Adrianna Kezar); "Adult Students and the College Experience" (Sandra Kerka); "Women and the Path to College" (Pamela Haag); "Making the Grade: Help and Hope for the First Generation College Student" (Kevin Mitchell); and "College Planning for Students with Disabilities" (excerpted from "How To Choose a College: Guide for the Student with a Disability"). Section 2—"Gathering Information and Narrowing Your Choices" contains articles addressing the college landscape: "Community Colleges Today: Bringing You Into the Future" (Norma G. Kent); "State and Land Grant Universities: Opportunities and Choices" (National Association of State Universities and Land-Grant Colleges); "The Benefits of the Private, Liberal Arts College Experience" (Alan Splete); "The Case for All-Black Colleges" (William H. Gray, III); "Women's Colleges: A Legacy of High-Achieving Women" (Jadwiga S. Sebrechts); "Tribal Colleges: Tradition, Heritage, and Community" (Gerald Carty Monette); "Career Colleges: Preparing for the Job Market" (Kevin Mitchell); "At the Fork in the Path: Some Guidance from the Research" (Adrianna Kezar); and "How Colleges Are Changing" (Adrianna Kezar). The "College Planning Section" begins with two introductory articles: "Planning for College: Some Issues for Students and Parents To Consider" (Jim Montague); and "College Preparation Checklist for Students" and "Financial Preparation Checklist for Parents" (from the U.S. Department of Education's "Preparing Your Child for College, 1996-97 Edition"). Section 3—"Making Decisions" consists of: "Using Decision-Making Tools: A Compass on the Path" (Patricia Wood and Adrianna Kezar); and "College Selection and the Internet" (Kenneth E. Hartman). Section 4—"Succeeding on Your Chosen Path" contains: "Tips for Being Successful on Your Path: Don't Get Tripped Up!" (Adrianna Kezar); "Looking Back: Advice from Two Students on the Path" (Jennifer Lauver and Katherine Semrau); and "Graduate School: Some Resources for the Future" (Nancy A. Gaffney). Section 5—"Library" consists of print and electronic resources on college choice and attendance, compiled by Patricia Wood. (SWC)

ED 415 838 IR 018 689

Catalog of ERIC Clearinghouse Publications, 1997.

ACCESS ERIC, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-97-2516

Pub Date—1997-00-00

Contract—RR92024001

Note—149p.; This catalog is updated and published annually.

Available from—ACCESS ERIC, 2277 Research Boulevard, 7A, Rockville, MD 20850-3172 ($12); phone: 1-800-538-3742.

Pub Type— ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Catalogs, Directories, *Educational Resources, *Information Sources, *Publications, Reading Materials

Identifiers—*ERIC Clearinghouses

This "Catalog of ERIC Clearinghouse Publications" highlights more than 1400 education publications prepared by the Educational Resources Information Center (ERIC) Clearinghouses and currently in print and available. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include parent brochures—short, informative articles designed for teachers, parents, and the general public; directories and resource guides—publications that direct users to primary sources of information; ERIC Digests—brief documents summarizing current information on specific education topics; ERIC Monographs/Reports—more comprehensive publi-

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cations that summarize research in a particular field, analyze new teacher methods, highlight recent studies, and examine education trends; and searches and annotated bibliographies—publications that direct readers to carefully selected materials organized by topic area. The catalog provides ordering information and prices and includes a subject index to help locate publications in specific areas of interest. The subject index also has reference information to the appropriate ERIC Clearinghouse or support component to order publications. A list of addresses, telephone numbers, and Internet addresses for specific Clearinghouses is provided. (SWC)

ED 414 633 EA 028 809

Striving for Excellence: The National Education Goals. Volume III.

ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RK95188001

Note—193p.; For volume II (1994), see ED 363 932.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, Adult Literacy, *Educational Objectives, Elementary Secondary Education, Federal Government, Graduation, High Risk Students, Mathematics Achievement, *Performance, School Readiness, School Safety, Science Instruction, Substance Abuse

Identifiers—ERIC Digests, *Goals 2000, National Education Goals 1990

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). As part of the National Library of Education, ERIC maintains the largest education database in the world. This document consists of 82 ERIC Digests, which are 2-page research syntheses written by each of the 16 Clearinghouses that form the ERIC system. The digests in this volume provide an overview of issues, programs, and research related to the National Education Goals. They are grouped into eight sections corresponding to the goals and are organized alphabetically within each section. The introduction provides a history of the development of the National Education Goals and the passage of the Goals 2000: Educate America Act. It also describes the ways in which states are spending federal funding to achieve the national goals and summarizes findings of the National Education Goals Panel's "1996 Goals Report," which concluded that the nation has advanced significantly in five areas and faltered in eight. References accompany each digest. (LMI)

Pub Type— Information Analyses (070) — ERIC Publications (071)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Alcohol Education, Bilingual Education, *Child Welfare, Early Parenthood, Economically Disadvantaged, Elementary Secondary Education, Federal Government, Federal Programs, *Limited English Speaking, *Poverty, *Pregnant Students, *Special Needs Students, *Substance Abuse

Identifiers—*ERIC

Founded by the federal government in 1966 as an educational research documentation network, the Educational Resources Information Center (ERIC) has evolved in both scope and philosophy over the past years. This publication is a tribute to the ERIC program as it enters its fourth decade. The contents, which were chosen to chronicle the progress of educational development, focus on how the public schools, as agents of change, have adapted over time to selected societal trends. The volume presents documents dealing with four social trends that have occupied much of professional literature during the past 30 years: the increase in children and families living in poverty; the influx of children and families whose home language is not English; the "epidemic" rise in teen pregnancy and parenthood; and the widespread use of tobacco, alcohol, and other drugs by children at younger ages. The volume is divided into five sections. Each of the first four sections deals with one of the four societal trends. Each section contains an overview of the ways in which schools have responded over time to the trend in question, and highlights key elements that distinguish responses and approaches. At the heart of each section are the ERIC documents, which offer first-hand insight into how the schools have reacted, and which reflect the societal and educational mores of the times. The fifth section is a summary of the major themes. A list of additional ERIC readings pertaining to the subject areas is included. (LMI)

ERIC Document Reproduction Service

ED 413 646 EA 028 731

Colker, Laura J., Ed.

Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.

DynEDRS, Inc., Springfield, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R96008001

Note—416p.

Available from—ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; phone: (800) 443-ERIC.

95

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ERIC-At-A-Glance (ERIC System Components Graphically Displayed)

ERIC Ready Reference #19
August 1998

ERIC

System Funding and Management

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
NATIONAL LIBRARY OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouses (16)

Adult, Career, and Vocational Education **CE**	Assessment and Evaluation **TM**	Community Colleges **JC**	Counseling and Student Services **CG**	Disabilities and Gifted Education **EC**	Educational Management **EA**	Elementary and Early Childhood Education **PS**	Higher Education **HE**
Information and Technology **IR**	Languages and Linguistics **FL**	Reading, English, and Communication **CS**	Rural Education and Small Schools **RC**	Science, Mathematics, & Environmental Education **SE**	Social Studies/ Social Science Education **SO**	Teaching and Teacher Education **SP**	Urban Education **UD**

Adjunct Clearinghouses (10)

Child Care **(To PS)**	Clinical Schools **(To SP)**	Consumer Education **(To CE)**	Entrepreneurship Education **(To JC)**	ESL Literacy Education **(To FL)**
International Civic Education **(To SO)**	Law-Related Education **(To SO)**	Service-Learning **(To SO)**	Test Collection **(To TM)**	U.S.-Japan Studies **(To SO)**

System Support Services (4)

- **ERIC Processing and Reference Facility** *(Database Management)*
- **ERIC Document Reproduction Service (EDRS)** *(Micrographics and Document Delivery)*
- **ACCESS ERIC** *(Outreach)*
- **U.S. Government Printing Office (GPO)** *(Publishing **Resources in Education**)*

Private Sector

Vendors Offering ERIC-Related Services

ERIC Bibliographic Database Vendors

Online Access	CD-ROM
Data Star	EBSCO
Dialog	Dialog
OCLC	National Information Services Co. (NISC)
Ovid Technologies	Orx Press
	SilverPlatter Information

ERIC Document/Article Delivery Services

Documents (Microfiche/Paper Copies)	Journal Article Reprints
DynEDRS, Inc. (Operator of EDRS)	DIALOG — UnCover Service
	Institute for Scientific Information (ISI) — Genuine Article Service
	University Microfilms International (UMI) — Article Reprint Service

Publishing

Current Index to Journals in Education (CIJE)	— Oryx Press
Resources in Education (RIE) Annual Indexes	— Oryx Press
Thesaurus of ERIC Descriptors	— Oryx Press

ERIC Information Resources; Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff; Parents; Policymakers; Researchers; School Boards; Students; and Teachers

Prepared by the: ERIC Processing & Reference Facility, 1100 West Street, 2nd Floor, Laurel, MD 20707-3598; Tel.: 301-497-4080; Toll Free: 800-799-3742; FAX: 301-953-0263; e-mail: ericfac@inet.ed.gov; WWW: http://ericfac.piccard.csc.com

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ERIC NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI), National Library of Education (NLE). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Telephone: 202-401-3745
FAX: 202-205-7759
e-mail: ..... eric@inet.ed.gov
URL: ..... http://www.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

❑ ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-7069; 800-848-4815
FAX: 614-292-1260
e-mail: ..... ericacve@postbox.acs.ohio-state.edu
URL: ..... http://ericacve.org

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). [Includes input from Adjunct ERIC Clearinghouse on Consumer Education.]

❑ ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

University of Maryland, College Park
1129 Shriver Hall
College Park, Maryland 20742-5701
Telephone: 301-405-7449; 800-464-ERIC (3742)
FAX: 301-405-8134
e-mail: ..... ericae@ericae.net
URL: ..... http://ericae.net

All aspects of tests and other measurement devices. The design and methodology of education-related research, measurement, and evaluation. The evaluation of educational programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. [Includes input from Adjunct ERIC Clearinghouse for the Test Collection.]

❑ ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; 800-832-8256
FAX: 310-206-8095
e-mail: ..... ericcc@ucla.edu
URL: ..... http://www.gse.ucla.edu/ERIC/eric.html

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education.]

❑ ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson Building, P.O. Box 26171
Greensboro, North Carolina 27402-6171
Telephone: 336-334-4114; 800-414-9769
FAX: 336-334-4116
e-mail: ..... ericcass@uncg.edu
URL: ..... http://www.uncg.edu/~ericcas2

Preparation, practice, and supervision of counselors at all educational levels and in all educational settings. Theoretical development of counseling and guidance, as it pertains to education, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work in education settings.

❑ ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Telephone: 703-264-9474; 800-328-0272
FAX: 703-620-2521
e-mail: ..... ericec@cec.sped.org
URL: ..... http://ericec.org

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

❑ ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043; 800-438-8841
FAX: 541-346-2334
e-mail: ..... ppiele@oregon.uoregon.edu
URL: ..... http://eric.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels.

❑ ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois at Urbana-Champaign
Children's Research Center, Room 13
51 Gerty Drive
Champaign, Illinois 61820-7469
Telephone: 217-333-1386; 800-583-4135
FAX: 217-333-3767
e-mail: ..... ericeece@uiuc.edu
URL: ..... http://ericeece.org/

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education, home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children. [Includes input from Adjunct ERIC Clearinghouse for Child Care.]

❑ ERIC Clearinghouse on HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; 800-773-ERIC (3742)
FAX: 202-452-1844
e-mail: ..... eriche@eric-he.edu
URL: ..... http://www.eriche.org

All aspects of the conditions, programs, and problems of colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouses

❑ ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)

Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640; 800-464-9107
FAX: 315-443-5448
e-mail: . . . . . eric@ericir.syr.edu
URL: . . . . . http://ericir.syr.edu/ithome
AskERIC (Question-answering service via Internet) . . . . askeric@askeric.org

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

❑ ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016-1859
Telephone: 202-362-0700; 800-276-9834
FAX: 202-362-3740
e-mail: . . . . . eric@cal.org
URL: . . . . . http://www.cal.org/ericcll

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. [Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.]

❑ ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; 800-759-4723
FAX: 812-855-4220
e-mail: . . . . . ericcs@indiana.edu
URL: . . . . . http://www.indiana.edu/~eric_rec

Reading and writing. English (as a first language), and communication skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

❑ ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, Suite 607, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0400; 800-624-9120
FAX: 304-347-0487
e-mail: . . . . . ericrc@ael.org
URL: . . . . . http://www.ael.org/eric/

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

❑ ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; 800-276-0462
FAX: 614-292-0263
e-mail: . . . . . ericse@osu.edu
URL: . . . . . http://www.ericse.org

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

❑ ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; 800-266-3815
FAX: 812-855-0455
e-mail: . . . . . ericso@indiana.edu
URL: . . . . . http://www.indiana.edu/~ssdc/eric_chess.htm

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Law-Related Education, International Civic Education, and Service-Learning.]

❑ ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
1307 New York Avenue, N.W., Suite 300
Washington, DC 20005-4701
Telephone: 202-293-2450; 800-822-9229
FAX: 202-457-8095
e-mail: . . . . . query@aacte.org
URL: . . . . . http://www.ericsp.org

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. [Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.]

❑ ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433; 800-601-4868
FAX: 212-678-4012
e-mail: . . . . . eric-cue@columbia.edu
URL: . . . . . http://eric-web.tc.columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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ADJUNCT AND AFFILIATE ERIC CLEARINGHOUSES

Adjunct ERIC CH on Child Care
National Child Care Information Center
243 Church Street, N.W., 2nd Floor
Vienna, Virginia 22180
Tel.: 800-616-2242
FAX: 800-716-2242
e-mail: ..... info@nccic.org
URL: ..... http://nccic.org

Adjunct ERIC CH on Clinical Schools
American Assoc. of Colleges for Teacher Education (AACTE)
1307 New York Avenue, NW, Suite 300
Washington, DC 20005-4701
Tel.: 202-293-2450, 800-822-9229
FAX: 202-457-8095
e-mail: ..... iabdalha@inet.ed.gov
URL: ... http://www.aacte.org/menu2.html

Adjunct ERIC CH on Consumer Education
National Institute for Consumer Education (NICE)
Eastern Michigan University
559 Gary M. Owens Bldg.,
300 W. Michigan Av.
Ypsilanti, Michigan 48197
Tel.: 313-487-2292
FAX: 313-487-7153
e-mail: ..... nice@online.emich.edu
URL: ..... http://www.nice.emich.edu

Adjunct ERIC CH on Entrepreneurship Education
Ewing Marion Kauffman Foundation
4801 Rockhill Road
Kansas City, Missouri 64110-2046
Tel.: 310-206-9549, 888-423-5233
FAX: 310-206-8095
e-mail: ..... celcee@ucla.edu
URL: ..... http://www.celcee.edu

Adjunct ERIC CH for ESL Literacy Education
National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016-1859
TEL: 202-362-0700
FAX: 202-362-7204
e-mail: ..... ncle@cal.org
URL: ..... http://www.cal.org/ncle

Adjunct ERIC CH for International Civic Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
TEL.: 812-855-3838, 800-266-3815
FAX: 812-855-0455
e-mail: ..... patrick@indiana.edu
URL: ..... —

Adjunct ERIC CH for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Tel.: 812-855-3838, 800-266-3815
FAX: 812-855-0455
e-mail: ..... tvontz@indiana.edu
URL: ..... http://www.indiana.edu/~ssdcfra.html

Adjunct ERIC CH for School Counseling Services
University of North Texas
College of Education
Counseling, Development, and Higher Education Department
P.O. Box 311337
Denton, Texas 76205-1337
Tel.: 940-565-2910, 800-735-2989
FAX: 940-565-2905
e-mail: ..... coy@coefs.coe.unt.edu
URL: ..... —

Adjunct ERIC CH for Service-Learning
University of Minnesota
College of Education and Human Development
VoTech Building, R-460
1954 Buford Avenue
St. Paul, Minnesota 55108
Tel.: 612-625-6276, 800-808-SERV
FAX: 612-625-6277
e-mail: ..... serve@maroon.tc.umn.edu
URL: ..... http://www.nicsl.coled.umn.edu

Adjunct ERIC CH for the Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Tel.: 609-734-5667
FAX: 609-683-7186
e-mail: ..... library@ets.org
URL: ..... http://ericae.net/testcol.htm

Adjunct ERIC CH for United States-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Tel.: 812-855-3838, 800-266-3815
FAX: 812-855-0455
e-mail: ..... japan@indiana.edu
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(OVER)

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Shipping Rates Chart - Standard Service

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$75.01—$100.00	$6.25	$36.75	$7.51—$9.75	$2.05	$3.10
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$125.01—$150.00	$7.35	$52.50	$12.51—$14.75	$2.40	$3.50
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$175.01—$200.00	$8.45	$68.25	$17.26—$19.50	$3.95	$5.00
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$225.01—$250.00	$11.30	$78.75	Over $25.00	Please use the PC and Mixed MF/PC Orders Shipping Rates Chart at left, starting with $25.01	
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